

A wide-angle photograph of the Golden Gate Bridge in San Francisco, California. The bridge's iconic orange-red towers and suspension cables are prominent against a clear blue sky with some light clouds. The bridge spans the Golden Gate Strait, with the city of San Francisco visible in the background across the water. The foreground shows a green, rocky hillside.

LÍNGUA INGLESA

Volume 03





LÍNGUA

INGLESA Volume 03

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LÍNGUA INGLESA MÓDULO FRENTE
09 A Future Tenses

SIMPLE FUTURE Exemplos:

A: I'm really thirsty.

Structure B: *I **will get** some water for you.*

will / shall* + verb (infinitive) *A: This exercise is very difficult.*

*B: I **will help** you.*

to work Contractions *A: The phone is ringing.*

Affirmative B: *Don't worry! I'll **answer** it.*

I will work ____ 'll work

he, she, it • *Will é também usado para expressar uma promessa.* will work ____ 'll work

you, we, they will work ____ 'll work **Exemplos:**

Negative – *I **will not tell** her about the surprise.*

I will not work ____ won't work – *I **shall call** you as soon as I get home.*

he, she, it will not work ____ won't work – *This year I **will spend** less money than I did last year.*

you, we, they will not work ____ won't work – *I **will marry** you as soon as I get a job.*

Interrogative

I Will ____ work? CONSOLIDATION

I he, she, it Will ____ work? Não existem

you, we, they Will ____ work?

01. PUT these sentences in the negative and interrogative

**Shall* é usado para “I” e “we”, somente.

forms.

Para se formar o *Simple Future*, coloca-se *will* antes do

A) She will call him later.

verbo principal, o qual estará no infinitivo. O auxiliar
will

(-) _____

permanecerá o mesmo para todos os pronomes
pessoais.

(?) _____

Exemplos:

– *She will drink beer tomorrow.* B) You are going to move to Miami.

– *Brazil will win the 2014 World Cup.* (-)

– *They will write a letter next week.* (?)

– *We shall arrive tomorrow.*

C) Peter and Mary will get married.

Usos (-) _____

• (?) _____ O auxiliar *will* é usado para expressar uma ação

voluntária; geralmente, o utilizamos quando

D) That boy is going to fall from that tree.

respondemos a uma reclamação ou a um pedido de ajuda de alguém, e tomamos uma decisão naquele (-)

_____ exato momento. (?) _____

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NEAR FUTURE CHECK IT OUT C

Quando a Língua Inglesa é usada em contextos

Structure

informais, observa-se o uso da forma *gonna*, em

para se expressar *Near*

Future. É interessante observar o motivo pelo

qual essa mudança veio a ocorrer: pelo fato de

to come Contractions

a forma *going to* ser pronunciada de maneira

Affirmative rápida, ela se reduziu à forma *gonna*. Observa-se

I am going to come ____ 'm going to come o uso frequente de *gonna* em músicas e na língua

oral, como nos exemplos abaixo.

he, she, it is going to come ____ 's going to come

– “I’m **gonna** miss you like a child misses



you, we, they are going to come ____ ’re going to come



their blanket”.



Negative



– “It’s **gonna** be me”.



____ ’m not going to

I am not going to come

come – *Is he **gonna** be there?*

he, she, it is not going to come – *Don’t worry, everything’s **gonna** be all right.* come ____ ’s not going to

____ ’re not going to

you, we, they are not going to come

come

Interrogative CONSOLIDATION

II

I Am ___ going to come?

he, she, it Is ___ going to **01**. Thank God, it's Sunday! I am going to go to the beach Não existem come? with some friends. We are going to play volleyball and Are ___ going to you, we, they come? then we are going to swim. My girlfriend Jenna is going

to stay on the sand under the sunshade. At midday we

OBSERVAÇÃO are going to have lunch in a sea food restaurant near

A negativa se dá sempre no verbo *to be* (*am not / isn't* / the beach. We are going to have shrimps and oysters.

aren't). At five o'clock in the evening we are going to come back

home. It's going to be a wonderful day!

Usos

• **ANSWER** the questions according to the previous text. *Going to* é usado para falar sobre uma intenção futura

ou plano futuro quando a decisão já foi tomada no A) Is the narrator happy? Why? passado.

– *We are going to see that movie tonight at 8:00 pm.*

B) Where

- *We **aren't** going to see that movie tonight at 8:00 pm.*
- *John _____ **is going to buy** a Porsche next year.*
- *John **isn't** going to buy a Porsche next year.* C) Is he going alone?

• _____ Will ou be + going to são usados para fazer previsões.

D) Are they going to a shopping center to eat?

- *It's 9:30! We **will miss** the bus.*
- _____ *It's 9:30! We **are going to miss** the bus.*
- *The party **will be** very nice.* E) Where are they going, then?
- *The party **is going to be** very nice.*

4 Coleção Estudo

Future Tenses

FUTURE CONTINUOUS • O *Future*

Continuous pode ser usado para um evento futuro que

acontecerá naturalmente, sem ter relação com

Structure intenções, tempo de decisão, tipo de planos,
etc.

will / shall* / be going to + verb to be (base form) + main verb (-
ing) **Exemplos:**

– *I **will be helping** you in a few minutes.*

to help Contractions – *He **will be presenting** the new
technologies tonight.*

Affirmative

will be helping ___ 'll be helping **FUTURE PERFECT**

I

am going to be helping ___ 'm going to be helping

he, **Structure** she, is going to be helping will be helping ___ 'll be helping

___ 's going to be helping will / be going to + have + verb (past participle)

it

you, **to see Contractions** will be helping ___ 'll be helping we, are going to be helping ___ 're going to be helping **Affirmative** they

Negative I will have seen ___ 'll have seen

am going to have seen ___ 'm going to have seen

I will not be helping ___ won't be helping he, will have seen ___ 'll have seen ___ 'm not going to be she, am not going to be helping is going to have seen ___ 's going to have seen helping it

he, ___ won't be helping you, will not be helping will have seen ___ 'll have seen she, ___ isn't going to be we, is not going to be helping are going to have seen ___ 're going to have seen it helping they

you, ___ won't be helping **Negative**
will not be helping we, ___ aren't going
to be are not going to be helping ___
won't have seen they helping will not
have seen I ___ 'm not going to have

am not going to have seen seen

Interrogative LÍNGUA INGLESA he, __
won't have seen Will __ be helping? will not have seen I she, __ isn't
going to have is not going to have seen Am __ going to be helping? it
seen

he, you, Will __ be helping? __ won't have seen she, will not have
seen Is __ going to be helping? Não existem we, __ aren't going to
have it are not going to have seen they seen you,

we, Are __ going to be helping? Will __ be helping? **Interrogative**
they Will __ have seen? I Am __ going to have seen?

**Shall* é usado para “I” e “we”, somente.

he,

Usos she, Will __ have seen?

it Is __ going to have seen? Não existem

• Descrever uma ação que estará acontecendo em uma
you, Will __ have seen? we, determinada época do futuro. Are
__ going to have seen? they **Exemplos:**

O *Future Perfect* é usado para expressar uma ação que
– *I can't go out with you because I'll be working all*
será completada antes de uma outra ação, num tempo
morning.

específico
no futuro.

– *The kids stayed up until very late yesterday, so I'm sure*

they are going to be sleeping when you arrive home.

Exemplos:

– We **will / shall be sleeping** tomorrow night.

– I **am going to have finished** dinner by 8 o'clock.

– I **am going to be reading** tomorrow morning.

– They **will have painted** the apartment before we



*move
in.*

– The students **aren't going to have taken** their
summer break before mid-December.

– The plane will leave the airport at 10:00 p.m. You will
arrive at the airport at 10:30 p.m. When you arrive,

^{XC}
_S the plane **will have left**.

FUTURE PERFECT CONTINUOUS

Structure

will / be going to + have + been + verb (-ing)

to move Contractions

Affirmative

I will / am going to have been moving __'ll have been moving __'m
going to have been moving

he, she, it will / is going to have been moving __'ll have been moving
__'s going to have been moving

you, we, they will / are going to have been moving __'ll have been
moving __'re going to have been moving

Negative

I will not / am not going to have been moving __ won't have been
moving __'m not going to have been moving

he, she, it will not / is not going to have been moving __ won't have
been moving __ isn't going to have been moving

you, we, they will not / are not going to have been moving __ won't
have been moving __ aren't going to have been moving

Interrogative

I Will __ have been moving?

Am __ going to have been moving?

he, she, it Will __ have been moving? Is __ going to have been
moving? Não existem

you, we, they Will __ have been moving?

Are __ going to have been moving?

O *Future Perfect Continuous* é usado para expressar uma **PROPOSED EXERCISES**

ação que estará acontecendo em determinado momento no

tempo futuro e qual será a duração dessa ação. **01.**

(UNESP-SP) Assinale a alternativa que preenche a lacuna

da frase a seguir **CORRETAMENTE**.

Exemplos:

He will _____ almost everything you ask him.

– *By ten o'clock I **will have been dancing** for 4 hours.* A) do

B) to do

– *By ten o'clock I **won't have been dancing** for 4 hours.*

C) doing

– *Next July I **am going to have been traveling** in Europe for one month.* D) does
E) did

– *Next July I'm **not going to have been traveling** in Europe for one month.* **02.**

(Mackenzie-SP) Choose the **CORRECT** alternative to

Europe for one month.

complete
the
sentence.

“Since I haven’t got _____, I will _____.”



- A) enough time; have the cake made.
- B) time enough; get someone to make the cake.
- C) enough time; bake the cake myself.
- D) any time; make the cake.
- E) time enough; ask somebody to bake the cake.

03. (UNIRIO-RJ / Adaptado) The word *shall* in “This too shall pass” conveys the meaning of

- A) certainty.
- B) likelihood.
- C)

6 Coleção Estudo

Future Tenses

04. (Mackenzie-SP) Indicate the alternative that **BEST** Few intervals in a woman's life are more unnerving

completes the following sentence. than the ten minutes she spends with her breasts

"A prize _____ to whoever solves this equation." squeezed between heavy plates of plastic, trying not

A) to move or breathe. Imagining what the high-tech has given D) will be given

B) should give 05 equipment might reveal, or fail to, can be even worse. E) must have given

C) is giving Dignity and discomfort aside, mammograms do save

lives. But too many women continue to question the

05. (Mackenzie-SP) Indicate the alternative that **BEST** test's reliability and safety.

completes the following sentences. Bottom line: breast cancer is highly curable, if caught early.

"_____ to the movies alone?" 10 But in order to be treated, it must be detected. And

"Yes, but I wish you _____ with me." while mammography doesn't have a 100-percent

accuracy rate, it still is a woman's best defense.

A) Will you go – had come

B) Are you going – could come [...]

SCHMID, Judith Mandelbaum.

C) Have you gone – were

Reader's Digest, Aug. 2001.

D) Would you go – come

Glossary

E) Should you go – had come

unnerving = amedrontadores

06. squeezed = espremidos (CEFET-MG / Adaptado) The following paragraph gives

us the idea of reliability = confiabilidade

“Ultrasound techniques developed by NASA to examine

International Space Station crew members may soon find **01.**

Considerando-se a pergunta expressa no subtítulo do

another use helping treat medical emergencies on Earth.” artigo – “Por que mais mulheres não fazem o exame

de mamografia?” – julgue as afirmações, assinalando **LÍNGUA INGLESA**

A) a future fact.

C (CERTO) ou E (ERRADO):

B) a present fact.

A) () porque é um exame caro.

C) a future possibility.

D) a present possibility. B) () porque causa efeitos colaterais.

E) a present probability. C) () porque é demorado.

D) () porque não tem 100% de precisão.

TEXT I 02. A respeito da mamografia, assinale **C (CERTO)** ou

UFG E (ERRADO):

A) () *it can cause health problems.*

Mammogram Magic B) () *it is done with modern equipment.*

C) () *it can detect two types of cancer.*

No question, the test saves lives.

So why don't more women go? D) () *it makes women feel frightened.*



03. Tendo em vista os seguintes elementos linguísticos, julgue as afirmativas, assinalando **C (CERTO)** ou **E (ERRADO)**:

A) () *No question* (subheading) is a colloquial form for
There is no question about it.

B) () *do* (line 06) gives emphasis to the idea of saving
lives.

C) () *must* (line 10) can be substituted by *will*.

D) () *while* (line 11) introduces the idea that two actions
are happening at the same time.

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TEXT II 02. Segundo o texto, no Japão,

FUVEST-SP-2010 A) o número oficial de
desempregados é desconhecido.

B) milhares de pessoas estão perdendo seus empregos
e sua
moradia.

Briefing Unemployment *The Economist* March 14th 2009



- C) grande parte dos trabalhadores possui contratos temporários de trabalho.
- D) os empregadores omitem o número de postos de trabalho porque muitos não são oficiais.
- E) os desempregados estão lutando para manter suas casas.

03. O pronome “another” (line 3) na sentença “[...] the chances of finding another [...]” refere-se a

Last month America’s unemployment rate climbed to

A) país.

8.1%, the highest in a quarter of a century. For those

newly out of a job, the chances of finding another soon B) trabalhador.

are the worst since records began 50 years ago. In China C) emprego.

05 20m migrant workers (maybe 3% of the labour

D) oportunidade.

force) have been laid off. Cambodia's textile industry,

its main source of exports, has cut one worker E) recorded. In ten. In Spain the building bust has pushed the

jobless rate up by two-thirds in a year, to 14.8% in **TEXT III**

10 January. And in Japan, where official unemployment used

to be all but unknown, tens of thousands of people on

temporary contracts are losing not
just their jobs but Unimontes-MG-
2008 also the housing provided by their employers.

The next phase of the world's economic downturn is

15 taking shape: a global jobs crisis. Its contours are **Internet
Safety**

only just becoming clear, but the severity, breadth and

How could we exist without the Internet? That's how

likely length of the recession, together with changes

in the structure of labour markets in both rich and most of us keep in
touch with friends, find homework

emerging economies, suggest the world is about support, research a
cool place to visit, or find out the

20 to undergo its biggest increase in unemployment for latest news.
But besides the millions of sites to visit and

decades. things to do, the Internet offers lots of ways to waste time –

THE ECONOMIST, Mar. 14 and even get into trouble. And just as in

some people you encounter online might try to take

01. advantage of you – financially or physically. De acordo com o texto, publicado em março de 2009,

A) o aumento de postos de trabalho é vital para as You’ve probably heard stories about people who get into

economias emergentes. trouble in chat rooms. Because users can easily remain

B) a crise mundial poderia afetar sobretudo os países anonymous, chat rooms often attract people who are

mais pobres. interested in more than just chatting. They’ll sometimes

C) a estrutura do mercado de trabalho vigente em países ask visitors for information about themselves, their

ricos é a principal responsável pela crise. families, or where they live – information that shouldn’t

D) o mundo poderia enfrentar a maior crise de be given away^[1].

desemprego das últimas décadas. In some cases predators may use this information

E) a crise que a economia mundial vivencia vem sendo to begin illegal or indecent relationships or to harm a

anunciada há décadas. person’s or family’s well-being.

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Future Tenses

Of course, the Internet is home to millions of places C) ser improvável que as amizades, hoje, sem a *web*,

you can and should visit. Like an infinite library, the Web consolidem-se, devido à dificuldade que as pessoas

can take you to the ends of the Earth with the information têm para se encontrar.

it contains. D) ser incompreensível as pessoas perderem tanto tempo

You can use it to do research for school, find out what *online*, se é face a face que as relações são de fato

movie is playing near you (and whether people like it), seguras. check out a college you're thinking about, or find a job

or volunteer opportunity. Almost anything you can think **02**. Pode-se afirmar, em conformidade com o texto, que

of has a website (or a thousand of them) about it. And A) o internauta acaba se relaxando nas *chat rooms*

it's not just websites – blogs, videos, and downloadable porque este ainda é um lugar seguro na Internet.

games await to connect you with other users and players. B) há internautas que podem agir de má-fé e usar dados

The key is to protect yourself while online.^[2]

de outros internautas para fins ilícitos.

C) a amizade virtual é a abertura de uma porta para a

First rule of smart surfing? Remain as anonymous

concretização de uma amizade real.

as possible. That means keeping all private information

D) há situações na Internet em que nem mesmo o private. Here are some examples of private information

anonimato priva o usuário de passar por dissabores.

that you should never give out on the Internet:

• full name **03.** O texto só **NÃO** nos permite fazer a seguinte afirmação: • home address

A) A Internet possibilita-nos reavaliar as amizades que

- phone number fazemos no mundo não cibernético.
- Social Security number B) Devemos ver uma amizade virtual com uma certa
- passwords desconfiança.

• names of family members C) A Internet tem sido usada como um meio frequente **LÍNGUA INGLESA**

- credit card numbers de comunicação para muitos de nós.

D) É preciso agir com cautela ao utilizar a Internet, pois

Most credible people and companies will never ask

for this type of information online. So if someone does, ela pode também nos prejudicar. it's a red flag that may be up to no good^[3].

04. Só **NÃO** se pode afirmar, tomando como base o texto,

Experts recommend that people keep online friendships que, ao usarem a Internet, in the virtual world. Meeting online friends face-to-face

A) as pessoas encontram auxílio para os trabalhos

carries more risks than other types of friendship because

escolares.

it's so easy for people to pretend to be something they're

B) as pessoas se atualizam com as notícias mais

not when you can't see them or talk in person.

recentes.

With all the problems you can face online, is it worth C) as pessoas conseguem não perder o contato com os

it? For most people, the answer is definitely yes. You just amigos. need to know where the pitfalls are, use some common

D) as pessoas acabam ganhando tempo e evitando sense and caution, and you'll be in control.

problemas *offline*.

Available at:

Accessed: Sept. 15th, 2007. (Adapted). **05.** Diante do que expõe o texto, só **NÃO** é correto afirmar:

A) As pessoas estão chegando à conclusão de que é

01. O texto traz à tona, sobre a Internet, o fato de impossível usarem a Internet com segurança.

A) ser necessário conhecermos formas seguras de B) É mais fácil para as pessoas enganarem as outras

navegar, não revelando nossos dados ou outras quando não estão frente a frente.

informações pessoais *online*. C) Um *site* idôneo não solicita informações que

B) ser mais seguro, hoje, ter amigos via *net*, os quais comprometam a segurança do internauta.

estão distantes e, assim, não podem tirar vantagem D) Não devemos trazer para o mundo real os amigos que

de nós. encontramos no mundo virtual.

A) tornar-nos pessoas sem
escrúpulos. UFAC–2011 B) invadir a nossa
privacidade.



C) trazer para nós decepções.

D) minar a nossa segurança.

07. Segundo o texto, o internauta deve manter-se

- A) anônimo.
- B) controlador.
- C) omissor.
- D) paciente.

08. “[...] information that shouldn’t be given away.” [1]

Por meio do trecho acima, atentando-se para o contexto em que ele está inserido, é **CORRETO** dizer que

- A) os usuários de Internet acabam visitando *sites* dos quais obtêm informações equivocadas.
- B) os usuários de Internet não estão seguros de que recebem informações verídicas.
- C) os usuários de Internet podem acabar fornecendo informações pessoais inadvertidamente.
- D) os usuários de Internet estão à mercê de informações Available at: falsas nos *sites* consultados. wpwg.php?id = 104&today = 2010-09-10 >.

09. “The key is to protect yourself while online.” [2] **01.** On the first square, the expression “getting on my nerves”

De acordo com a passagem anterior, considerado o means: contexto, pode-se dizer: A) Making me very happy.

A) Quem protege a si na Internet acaba protegendo a

B) Falling
in Love.

todos.

C) Making me very angry.

B) Quem se protege ao usar a Internet evita problemas

ao navegar. D) Making me very sad.

C) Quem se protege *online* pode até liberar seus dados E) Insisting very
much.

pessoais.

D) Quem usa senha na Internet está bem protegido.

02. “Wanna” in the second square is used in informal

language, during conversation. It is the short form of:

10. “[...] it’s a red flag that may be up to no good.” [3]

A) Want
for.

A expressão acima, de acordo com o contexto, denota

B) Want
up.

A) uma justificativa.

B) um alerta. C) Want of.

C) um apelo. D) Want to.

D) um consentimento. E) Want off.

Future Tenses

ENEM EXERCISES 03. The word *yet* in the sentence “A first priority was to direct more attention to deforestation, an important yet

controversial issue [...]” represents

Brazilian NGOs establish a network to

influence climate change policies A) contrast. C) reason.
E) addition.

B) condition. D) cause.

Publication date: October 2002

**Source: Center for International
Climate and HAVING FUN** Environmental
Research

Through much of the past climate change negotiations, **Double-decker bus** there has been little interaction between the Brazilian



government and non-governmental organizations.

In 2002, however, Brazilian NGOs formed a network because they were not satisfied with how the government dealt with important climate concerns, especially the link between deforestation and global warming.

The network, called the Climate Observatory, aims to become a vehicle for influencing government views and policies on climate change. A first priority was to direct more attention to deforestation, an important yet controversial issue, both in Brazil and the international arena. In 2002, the network had 26 members from all over Brazil, and the

effects of the network have included a broader participation of NGOs in the climate change debate in Brazil. A double-decker bus is a bus that has two storeys or

‘decks’. While double-decker long-distance coaches are

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Available at: < [http://www.scidev.net/en/key-documents/in-widespread-use-around-the-world,double-decker](http://www.scidev.net/en/key-documents/in-widespread-use-around-the-world,double-decker-brazilian-ngos-establish-a-network-to-influence-cl.html)

brazilian-ngos-establish-a-network-to-influence-cl.html > . city buses are less common. Double-decker buses

Accessed: Aug. 12th, 2010. are popular in some cities of Europe and in parts of

Asia, usually in former British colonies (Hong Kong,

01. Singapore, etc.). In the UK, double-decker buses are The idea of organizing a network called Climate

a common reference item for describing very large

Observatory

objects; for example, a blue whale is about as long as

A) was established in a social network discussion about ‘three double-decker buses’.

Brazilian policies.

From Wikipedia, the free encyclopedia

B) emerged from a dissatisfaction with government’s Available at:

policies on climate issues. rd Accessed: Nov. 23, 2010.

C) was structured by government and non-governmental

members. **GLOSSARY**

D) emerged from 26 members from all over Brazil.

E) came from an initiative from the Brazilian government. ● Break = feriado, intervalo

02. ● Stay up (phrasal verb) = ficar acordado(a) (stay up – After reading the text, we can conclude that the main aim

of the network is stayed up – stayed up)

A) to build a tool to fight against the global warming. ● Thirsty = com sede

B) to draw national attention to deforestation in



Amazonia.

C) to create a problematic issue both in Brazil and around the world.

D) to negotiate deforestation among national and international NGOs.

E) to have an effect on the government's climate policies. xcs

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ANSWER KEY 02. A) E

B)
C

Consolidation I C) E

01. A) She will not / won't call him later. D) C

Will she call him later? 03. A) C

B) You are not / aren't going to move to Miami.

B)
C

Are you going to move to Miami?

C)
E

C) Peter and Mary will not / won't get married.

D)
C

Will Peter and Mary get married?

D) That boy is not / isn't going to fall from that tree.

Text II

01. D

Is that boy going to fall from that tree?

02. B

Consolidation II 03. C

01. A) Yes, he is. Because it is Sunday. **Text III**

B) He is going to the beach.

01. A

C) No, he isn't.

02. B

D) No, they aren't.

03. A

E) They are going to have lunch in a sea food

04. D

restaurant near the beach.

05. A

Proposed Exercises 06. A

01. A 07. A

02. A 08. C

03. A 09. B

04. D 10. B

05. B **Text IV**

06. C

Text I_{02. D}

01. A) E **Enem Exercises**

B) E 01. B

C) E 02. E

D) E 03. A

12 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE 10 A Present Perfect and

Past Perfect Tenses

PRESENT PERFECT CHECK IT OUT C

Structure Past Simple X Present Perfect

have / has + verb (past participle) PAST SIMPLE

• Usamos o *Past Simple* para nos referirmos

to go Contractions a ações que foram realizadas no tempo

Affirmative passado.

I • É necessário indicar quando a ação ocorreu. have gone ___'ve gone

he, she, it has gone ___'s gone **Exemplos:**

you, we, they have gone – *He **went** to Italy last July.* ___'ve gone

– ***Did** you **go** to school yesterday?*

Negative

I PRESENT PERFECT have not gone ___ haven't gone he, she, it •

Usamos o *Present Perfect* para nos has not gone ___ hasn't gone

referirmos a ações que foram realizadas no

you, we, they have not gone ___ haven't gone tempo passado, mas que de alguma maneira

Interrogative trazem uma consequência para o tempo

presente. O *Present Perfect* geralmente

I Have ___ gone? expressa a ideia de “experiência”.

he, she, it Has ___ gone? Não existem • Não é necessário mencionar quando a ação you, we, they Have ___ gone? ocorreu.

O *Present Perfect* é um tempo verbal que não possui

Exemplos:

equivalente na língua portuguesa. Pode expressar diversas – *He **has been** to Italy.* (e por isso tem um ideias. conhecimento grande da cultura italiana)

– *We **have worked** there.* (e por isso temos

Usos uma vasta experiência profissional)

O *Present Perfect* é usado para indicar: **B)** Ações que começaram no passado e continuam até

A) Ações que aconteceram em um tempo indefinido no (por; durante). o presente. Nesse caso, usa-se *since* (desde) ou *for*

passado.

Exemplos:

Exemplos: – *They have lived here since 1984.* – *I’ve been to Italy.* – *Sally has worked with us for seven years.*

– *He C)* Ações que já foram realizadas. Nesse caso, *has bought* a car.

são acompanhadas por *already* (já).



Exemplo:



– Paul *has already studied* this book.

D) Ações que acabaram de ocorrer, sendo acompanhadas

por *just* (neste momento).



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F) Ações que não se realizaram até o presente, mas O *Present Perfect Continuous* é usado para expressar uma que podem vir a acontecer. Nesse caso, usa-se *never* ação que começou no passado e continua no presente (um

(nunca) na forma afirmativa e *ever* (alguma vez) na dos usos do *Present Perfect*). Sua estrutura concede à oração

forma interrogativa. a ideia de que a ação não está encerrada.

Exemplos: *Exemplos: – I have never **driven** a car. – The children **have been studying** since seven*

*– **Have** you ever **read** Hamlet? o'clock.*

G) – *Pauline **has been working** for that company since*
Ações que tenham acontecido várias vezes no
passado. 1998.

*– I **have been taking** math classes with a private*

Exemplos:

*teacher
for 3
years.*

*– These students **have failed** many times.*

*– Our team **has won** many games. practice. – Mary and John **haven't been attending** their soccer*

CONSOLIDATION I

01. CONSOLIDATION II **FILL IN** the blanks with the Present Perfect of the verbs

in parentheses. **01. FILL IN** the blanks with the Present Perfect Continuous A) That teacher ____ many countries. (to visit) of the verbs in parentheses.

B) What ____ you ____ recently? (to do) A) They ____ for more than an hour. (to talk)

- C) She _____ just _____ my letter. (to receive)
- B) He _____ English for many years. (to study)
- D) John _____ already _____ the exercises. (to do)
- C) It _____ all day long. (to rain)
- E) They _____ their friends yet. (to see – not)
- F) Where _____ you _____, Alice? (to be) D) Iraq _____ for 20 years. (to fight)
- G) July _____ there for two years. (to live) E) Our team _____ many others for many years.
- H) You _____ Linguistics since 1990. (to study) (to beat)

PRESENT PERFECT CONTINUOUS

PAST PERFECT

Structure Structure

have / has + been + verb (-ing) had + verb (past participle)

to fight Contractions

Affirmative to make Contractions

I _____ 've been **Affirmative** have been fighting fighting

I had made _____ 'd made

he, she, it has been fighting _____ 's been fighting

you, we, they have been fighting _____ he, she, it had made _____ 'd made
've been

fighting you, we, they had made _____ 'd made

Negative

Negative

___ haven't been

I have not been fighting

fighting I had not made ___ hadn't made

he, she, it ___ hasn't been he, she, it had not made ___ hadn't made
has not been fighting fighting

you, we, they had not made ___ hadn't made

___ haven't been

you, we, they have not been fighting

fighting **Interrogative**

Interrogative

I Had ___
made?

I Have ___ been fighting?

he, she, it he, she, it Had ___ made? Não existem Has ___ been
fighting? Não existem

you, we, they Have ___ been fighting? you, we, they Had ___ made?

14 Coleção Estudo

Present Perfect and Past Perfect Tenses

É usado para expressar uma ação que começou antes

C) É usado em sentenças compostas no passado, com de uma outra que aconteceu no passado. Ele é geralmente conjunções de tempo, como *after*, *before*, *when*, *until*,

usado no *Indirect Speech* ou para enfatizar a ordem dos as soon as. eventos.

Exemplos:

Exemplos:

- *He returned home after he **had left** the office.*
- *He **had worked** very hard before he retired.*
- *I **had studied** a lot before I entered University.*
- *They **had danced** a lot when the party finished.*



- *She **had talked** to the teacher before the class started.*

OBSERVAÇÃO

Usamos o *Past Perfect* quando temos mais de uma ação e Commons

no passado. A primeira ação será sempre no *Past Perfect* e

a ação seguinte, no *Simple Past Tense*. us / Creativ

Past Present Jacob R

----- X ----- X ----- I
----- *Harvard University*

1ª ação 2ª ação

**Past Perfect Simple Past PAST
PERFECT CONTINUOUS** Palavras e
expressões que geralmente aparecem
conectando as duas ações do passado:

Structure

• WHEN

had + been + verb (-ing)

• BEFORE

• AFTER to do Contractions

• BY THE TIME Affirmative

Exemplos: I **LÍNGUA INGLESA** had been doing
___'d been doing

– *When I arrived home, my brother **had** already **left**.* he,
she, it had been doing ___'d been doing

*1ª ação: My brother **had** already **left**. [PAST you, we, they
had been doing ___'d been doing **PERFECT**]*

2ª ação: I **arrived** home. [SIMPLE PAST]

I had not been doing ___ hadn't been doing

– John **had done** his homework before he played soccer.

he, she, it had not been doing ___ hadn't been doing

1ª ação: John **had done** his homework. [PAST

you, we, they had not been doing ___ hadn't been doing

PERFECT]

Interrogative

2ª ação: He **played** soccer. [SIMPLE PAST]

I Had ___ been doing?

– They went to the party after they **had taken** a

shower. he, she, it Had ___ been doing? Não existem

1ª ação: They **had taken** a shower. [PAST PERFECT]

you, we, they Had ___ been doing?

2ª ação: They **went** to the party. [SIMPLE PAST] O Past Perfect Continuous é usado para expressar uma

ação que estava acontecendo em determinado momento no

Usos tempo passado. Geralmente, essa ação estava em progresso

quando outra aconteceu.

O Past Perfect é usado para indicar:

Exemplos:

A) Ações que ocorreram antes de outras, no passado.

– *I **had been dancing** for 4 hours when he arrived at*

Exemplos:

*the
party.*

– *The baby **had slept** when I got home.*

– *I knew that Lucy **hadn't studied** for the test yet . at the party. – I **hadn't been dancing** for 4 hours when he arrived*

B) Indirect speech.

– *She **had been traveling** in Europe for one month*

Exemplos: *before she broke her arm.*

– *I have finished my work. – She **hadn't been traveling** in Europe for one month – He said that he **had finished** his work. before she broke her arm.*

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CONSOLIDATION III PROPOSED EXERCISES

01. PUT these sentences in the negative and interrogative 01.

(UFMS) I haven't seen John _____ he arrived from forms. Europe.

A) I had been working there for 10 years before I quit. A) when C)
until E) since

_____ B) for D) before (-)

(?) _____ **02.** (VUNESP) I
_____ here since 1970. _____

A) live D) will live

B) Mary had studied a lot.

(-) _____ B) have lived E) would live
_____ C) am living (?)

_____ **03.** (UNESP) We're still
waiting for Bill. He _____ yet.

C) He had been traveling too much. A) hasn't come D) doesn't come

(-) _____ B) haven't come E) won't come
_____ C) didn't come (?)

_____ **04.** (Milton Campos-
MG) The Eurostar Train _____ since

D) They had learned about the Milky Way. November 14, 1994,
between London and Paris.

(-) _____ A) was running D) has been
running _____ B) ran E) have run (?)
_____ C) is running

E) We had been cleaning up the house for three hours

05. (PUC-Campinas-SP) Although they _____ in the

before mom got home. country since they got married, they are

now moving to

(-) _____ town.

_____ A) live D) be living (?)

_____ B) have been living E) None of the
above applies. _____ C) are living

F) Louis had bought many presents for his grandson.

(-) _____ **06.** (ITA-SP) Mr.

Smith, accompanied by his wife and three

_____ children, _____ just arrived. (?)

_____ A) have C) was E) are

_____ B) has D) were

02. COMPLETE with the Past Perfect of the verbs in **07.** (Milton Campos-MG) Brazilian coffee _____ parentheses. competition on the international market since its price

A) By the time we arrived, they _____. (to leave) started going up. B) He said that he _____ that movie. (to see) A) is losing D) has been losing C) He wanted to know what _____ to his car. B) lost E) have lost

(to happen) C) loses

D) They asked me why I _____ the party so early.

(to leave) **08.** (UFG) Why _____ those people singing?

Because they

_____ gotten some good news.

E) What did she say she _____ with the money? (to do)

A) are, have D) was, has

03. B) is, have E) was, had **Put** the verbs into the **correct** tense: Simple Past or Past

Perfect. C) have, had A) When he _____ (leave), he _____ (realize)

he _____ (forget) his wallet. **09.** (UFES) They _____ in this city since they were little

boys.

B) She _____ (burst) into tears the moment he

_____ (shut) the door. A) had lived C) lived E) have lived

C) His finger _____ (begin) to bleed as soon as he B) are living D) live _____ (cut) himself.

D) He _____ (lose) his new knife shortly after he **10.** (ITA-SP) Sara _____ classes lately, has she?

_____ (buy) it. A) didn't attend D) hadn't attended

E) He _____ (begin) to read as soon as he B) hasn't attended E) haven't attended

_____ (find) his book. C) doesn't attend

16 Coleção Estudo

Present Perfect and Past Perfect Tenses

TEXT I attractive blonde appears on its screen. "Hi, I'm Susan," she says. "Come find me!" Christoph picks her out [1]

FGV-SP-2010 of the crowd, and soon they're laughing over a drink.

Both Christoph and Susan have phones equipped with

Petrobras approves first offshore

heavy oil development Symbian Dater, a program that promises to turn the cell

phone into a matchmaker. By downloading Symbian, they

Petrobras has approved the development project for its

Siri field in the Campos basin, according to a news report installed a 20-character encrypted code that includes details

from Brazil. The field will be the first in the world (01) of who they are and what they're looking for in a mate.

extra heavy oil from an offshore site. Siri field, off the Whenever they go out, their matchmaking phones sniff out

coast of Southeast Brazil, (02) in production tests since other Symbian Daters over the unlicensed, and therefore

March and the company plans to contract production free, Bluetooth radio frequency. If profiles match up, the

equipment in 2011. phones beep wildly and send out short video messages.

Available at: . (Adapted).

NEWSWEEK, Jun. 7-14th, 2004.

Assinale a alternativa que completa, **CORRETA** e

respectivamente, cada lacuna no texto. **01.** The passage tells us that at his favorite Frankfurt club,

Christoph Oswald

01. A) the product D) is produced A) phones his girlfriend and asks her to join him for a

B) in production E) to produce drink. C) will produce B) meets a woman who had left him a phone message

the day before.

02. A) would have seen D) has been C) has some difficulty spotting attractive women in the

B) had been E) was going crowd.

C) were done D) receives a video message from a woman he has never

LÍNGUA INGLESA

met before.

TEXT II E) gets several calls from women on his cell phone.

02. According to the passage, Symbian Dater is a program

FUVEST-SP that A) connects cell phones to radio stations.

Making a connection: B) makes it possible to restrict the acceptance of calls

Phones are a way of getting together on a cell phone.

C) is installed in a cell phone to make it look for its



MAKING A CONNECTION: Phones are a way of getting together

owner's perfect mate.

D) installs a code in cell phones in order to prevent them
from being used by strangers.

E) is still unlicensed because it has to be perfected.

03. In the passage, the **CORRECT** translation for “picks her
out” ^[1] is A) *sorri para ela.*

B) *espera por ela.*

C) *reconhece-a.*

D) *segue-
a.*

Christoph Oswald has no problem approaching women. E) *acena para ela.*

As he makes his way through the crowd at his favorite

04. We can conclude from the passage that Christoph Oswald
Frankfurt club, his cell phone scans a 10-meter radius A) wants to
meet new people. for “his type”: tall, slim, sporty, in her 30's and,
most B) is not pleased with his cell phone. important, looking for him,
a handsome 36-year-old C) does not like outdoor activities. software

consultant who loves ski holidays. Before D) is a rather shy person. he reaches the bar, his phone starts vibrating and an E) needs company for a ski holiday.

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TEXT III 03. One inference that can be made from reading the text is that A) there are many exciting prospective future possibilities

UNIRIO-RJ-2006 for our species. B) drugs to enhance sexual performance will become

The Future of Humankind available in the future.

C) wakefulness and alertness enhancers will be available

“Radical Evolution: the promise and peril of enhancing very shortly.

our minds, our bodies — and what it means to be D) GRIN technologies will be the focus of Garreau’s next

human,” by Joel Garreau Doubleday, 2005 [\$26] book.

E) the reanimation of patients in cryonic suspension will

What’s in store for humanity? It is becoming clear never come to pass. that we will use our growing technological powers to

transform not only the world around us but ourselves, **04.** The pronoun *it* [1] in the sentence “[...] rather on what it

too. Many forms of human enhancement are already will all mean for humans [...]” refers to routine – sports medicine, psychotropic mood drugs, A) technology. C) bolts. E) Garreau’s book.

wakefulness and alertness enhancers, cosmetic surgery, B) nuts. D) the

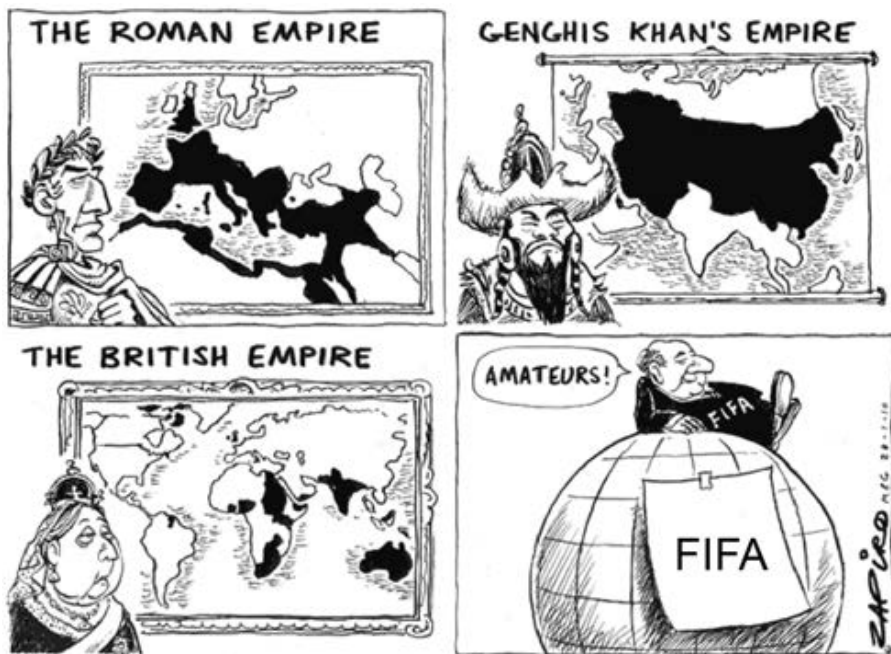
focus.

drugs for sexual performance.
Much more will become TEXT IV
possible in coming decades.

Joel Garreau's *Radical Evolution* joins several recent

titles that attempt to make sense of
the radical future AFA-SP-2011
possibilities for our species. The potential prospects

include superintelligent machines, nonaging bodies,



direct connections between human brains or between
brain and computer, fully realistic virtual reality, and
the reanimation of patients in cryonic suspension.

As enablers of such miracle, Garreau mentions especially

“GRIN technologies” – genetics, robotics, information technology and nanotechnology.

The focus of Garreau’s book, however, is not on the nuts and bolts of the technology itself but rather on

what it^[1] will all mean for humans. His reporting skills well honed by his work as a journalist and editor at the

Washington Post, Garreau is constantly on the lookout for the human story behind the ideas. Biographical sketches of the people he has interviewed for the book

get approximately equal airtime with their opinions

about human extinction and transcendence. The bulk of Available at: . (Adapted).

one interviewee’s beard, the size of another’s

collection **01**. According to the cartoon, FIFA of musical instruments, the length of a third’s pants: A) pretends to improve the world. as Garreau knows all too well, these are indispensable B) has more ambitious purposes than the others.

rivets to hold the attention of the current version of C) wants to have control over the Roman, Genghis

Homo sapiens while we try to ponder whether we will Khan’s, and British Empires. have indefinite life spans or whether the world will end D) mustn’t be considered an empire. before our children have a chance to grow up.

SCIENTIFIC AMERICAN, 2005. **ENEM EXERCISES**

01. “The future of humankind” is a

A) critique. **Social networks can warn of disease after disasters** C) essay. E) commentary.

B) review. D) editorial. *Social networks quickly gather data on possible disease*

02. One idea **NOT** mentioned by the author in his future *expert James Wilson. outbreaks after natural disasters, writes biosurveillance*

possible world is

A) superintelligent machines. When a natural disaster strikes and there is an

B) realistic virtual reality. imminent threat of a disease outbreak, existing public

C) I.T. and nanotechnology. health surveillance systems often cannot hope to meet

D) forms of human enhancement. the emergency operational needs of healthcare teams

E) an egalitarian society. working in challenging conditions.

18 Coleção Estudo

Present Perfect and Past Perfect Tenses

This year's massive earthquake in Haiti, for example,

01. The main idea defended by the text is that killed up to 250,000 people and displaced another two A) there is nothing to do to avoid disease outbreaks when

a natural disaster happens.

million in the small, under-resourced Caribbean nation.

B) if a tornado strikes against a town citizens can be

Many of these displaced people continue to live in grossly warned before it happens. unsanitary tents where diseases such as malaria, dengue C) the aftermath of a natural disaster is often unavoidable

fever, diarrheal illnesses, HIV/AIDS and TB can spread. and unpredictable.

D) social networks can help to warn about disease

But the earthquake also killed a significant number of

outbreaks after a natural disaster.

the medical and public health community, and clinics, E) nothing could be done to help the medical and public

offices and hardcopy records were destroyed. health teams in Haiti.

In such situations, there is a clear need for an **02.**

Concerning the previous text, after the earthquake, the early warning system that provides this hard-pressed Haitian people

medical community with infectious disease surveillance. A) suffered the consequences of unsanitary conditions.

Our organisation, Praecipio International, has been at challenging sanitary conditions. B) were deployed from their country due to the the forefront of operational biosurveillance across the C) believed the public health conditions would be

globe – from reporting anthrax outbreaks in Asia to neglected in the country.

spikes in viral fever cases in India. D) were not helped by operational biosurveillance of social networks.

We received an alert about the Haiti earthquake 26 E) died because their government neglected medical

minutes after the event, through the Global Disaster assistance.

Alert and Coordination System. We quickly did a sweep **03**. The word “halt” in the sentence “[...] Haiti can become the of the Internet and began monitoring Twitter feeds in six first country in the world to anticipate and intervene to halt

languages for the island of Hispaniola, which includes Haiti. disease outbreaks and epidemics [...]” can be understood as

We knew straightaway from media, blogs and text A) “increase”. D) “develop”.

B) “stop”. E) “quit”. **LÍNGUA INGLESA**

message traffic what was being reported about infectious

C)
“release”.

disease. By consulting peer-reviewed literature,

we constructed a baseline for several diseases and issued **04**. According to the text, it is possible to state about Praecipio the first infectious disease forecast report for Haiti on International that

17 January. A) Haiti is the first and only country in which the organization has effectively acted.

By integrating forecasting and real-time warning B) it was created to develop an epidemic control network

systems with rapid, clinical response, countries in the grip in Haiti after the earthquake.

of disaster can control outbreaks of infectious disease C) it has reported anthrax outbreaks in Asia and spikes

in viral fever cases in India.

and potentially save thousands of lives. This is a vital,

D) it was created to give courses on public health to the

if often overlooked, component of not only response Haitian medical community. and recovery but also preparedness and ultimately, E) its offices and hardcopy records were destroyed by

the earthquake in Haiti.

community resilience.

Certainly for Haiti, anything that
can be done to stop GLOSSARY further
loss of life and build a foundation for community

resilience should be pursued. Through operational ● Homework =
dever de casa biosurveillance, Haiti can become the first country in



the world to anticipate and intervene to halt disease
outbreaks and epidemics, and serve as a model for the
rest of the world.

James Wilson is executive director of Praecipio

International and the Haiti Epidemic Advisory System. xcs

Available at:

[networks-can-warn-of-disease-after-disasters.html](#) > . ● Retire (verb)
= aposentar-se (retire – retired – retired)

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ANSWER KEY 03. A) left - realized - had forgotten

B) burst - had shut

Consolidation I C) began - had cut

D) lost - had bought

01. A) has visited

E) began - had found

B) have – done

C) has – received Proposed Exercises D) has – done

01. E

E) haven't seen

02. B

F) have – been

03. A

G) has lived

04. D

H) have studied

05. B

Consolidation II

06. B

07. D

01. A) have been talking

08. A

B) has been studying

09. E

C) has been raining

10. B

D) has been fighting

E) has been beating

Text I

Consolidation III

01. E

01. A) I hadn't been working there for 10 years

02. D

before I quit.

Had you been working there
for 10 years Text II before you quit?

01. D

B) Mary hadn't studied a lot.

02. C

Had Mary studied a lot?

03. C

C) He hadn't been traveling too much.

04. A

Had he been traveling too much?

D) They hadn't learned about the Milky Way. **Text III**

Had they learned about the Milky Way?

01. B

E) We hadn't been cleaning up the house for

02. E

three hours before mom got home.

03. A

Had we been cleaning up the house for three

hours before mom got home? 04. A

F) Louis hadn't bought many presents for his **Text IV**
grandson.

Had Louis bought many presents for his 01. B

grandson? **Enem Exercises**

02. A) had left

B) had seen 01. D

C) had happened 02. A

D) had left 03. B

E) had done 04. C

20 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE

11 A Modal Verbs

MODAL VERBS

Os *Modal Verbs* são verbos que indicam uma função ou uso do *ordinary verb*, como expressar permissão, possibilidade,

obrigação, dedução, etc.

Present Translation Past Future Usage Examples

Habilidade - He **CAN** play tennis.

Could

Can Poder Will be able to Possibilidade - He **CAN** be at a home now.

Was (were) able to

Permissão - **CAN** I go now?

Habilidade - He **COULD** play soccer

Could Podia Could have + PP* do (no passado) when he was young.
____ Poderia verbo principal Probabilidade- He **COULD** be happy now.

Permissão (polida) - **COULD** I go now?

Was (were) allowed to

May Was (were) permitted Will be allowed to Permissão (formal) -
You **MAY** go now. Poder Might have + PP* do Will be permitted
Possibilidade- He **MAY** be home.

verbo principal

Might have + PP* do - It **MIGHT** cause cancer.

Might Poderia ____ Possibilidade

verbo principal - She **MIGHT** like it.

Had to Obrigação - He **MUST** study to be

Must Necessidade successful. Dever Must have + PP* do ____
Dedução lógica - He is sick. He **MUST** go to verbo principal Quase
certeza the doctor.

Must not Não poder ____ Proibição do verbo principal Mustn't have
+ PP* - You **MUSTN'T** smoke here.

Should have + PP* do - You **SHOULD** study this

Should / Ter de verbo principal Conselho book. ____ Deveria Ought
to have + PP* Dedução lógica- You **OUGHT TO** read that **Ought to**
do verbo principal book.

Shall ____ ____ Sugestão / convite Vou / Vamos (como Futuro - I
SHALL see her tomorrow.

auxiliar de futuro) - **SHALL** we study?

Ir (como auxiliar de

Will ____ ____ Futuro - **WILL** he go home tomorrow?
futuro)

Would Would + have + PP* - He **WOULD** study if he (Futuro do
pretérito, Verbo + -ria

Condicional

do verbo principal had time.

em português)

Costumava

Used to ____ ____ Hábito - I **USED TO** sing.
(passado)

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OBSERVAÇÃO Must (dever) – *Shall* é usado, geralmente, com *I* e *we*.

Indica obrigação (neste caso, é sinônimo de *have to*) e

Os *Modal Verbs* apresentam as seguintes características: dedução lógica.

Exemplos:

- Não são usados em todos os tempos.

– *I **must** study for my test.*

- São sempre seguidos de verbo no infinitivo, sem a –
*Clarice is very pale. She **must** be sick.*

partícula *to* (exceto *ought to* e *used to*).

OBSERVAÇÃO

- Possuem a mesma forma para todas as pessoas. •
Para indicar obrigação no passado, usa-se *had to*.

Exemplo:

- Na forma interrogativa, são colocados antes do
sujeito. – *I **had to** study a lot for the test.*

- Quando *must* é usado na forma negativa, indica
proibição. Na forma negativa, são seguidos por *not*.

Exemplo:

- Nem todos podem ser usados na forma interrogativa.
– *You **mustn't** smoke in class.*
- Não têm conjugação regular.

- Não necessitam de outros verbos auxiliares para

Should/ought to (dever, ser

formar interrogativas e negativas.

aconselhável)

Can (poder, conseguir) Indicam conselho ou dedução lógica.

Exemplos:

Indica capacidade, possibilidade e permissão (informal).

– *You **should (ought to)** obey your parents.*

Exemplos: – *We **should (ought to)** respect our parents.*

– *She can speak five languages.* **Will (modal - leva verbo para o futuro)** – *It can snow in Gramado this year.*

É usado para formar os *future tenses* (exceto o *near*

– *Can I come in, Lucy? future).*

Exemplos:

Could (podia, poderia) – *I will talk to you tomorrow.*

– **Will** *he travel next week?*

Indica capacidade, possibilidade e permissão, no passado.

OBSERVAÇÃO

Indicando capacidade, *could* pode ser substituído por *be able to* com suas formas flexionadas (*was / were*). • A forma contraída de *will* é 'll; de *will not* é *won't*.

Exemplo: • Na 1ª pessoa do singular e do plural (*I* e *we*),

will pode ser substituído por *shall* (uso formal).

– *When Mark was young he could (was able to) play*

Exemplo:

tennis very well.

– *I shall see her tomorrow.*

May (poder) Would (verbo + -ria)

Indica permissão (formal) e possibilidade. É usado para formar os *conditional tenses*.

Exemplos: Exemplos:

– – I **would** like to drink something now. May I help you?

– He **wouldn't** like to hurt you.

– It may rain today.

– I hoped that you **would** have finished your homework

Might (poderia) before dinner.

OBSERVAÇÃO

Para indicar possibilidade no passado, usa-se *might* +

- A forma contraída de *would* é *'d*. A de *would not have* + *Past Participle (verb)*.

é
wouldn't.

Exemplo: Exemplo: – He said that I **might have failed** in the exam. – I'd tell you this if I knew it.

22 Coleção Estudo

Modal Verbs

Semi-modal verbs

D) You are forbidden to talk in the classroom. (proibição)

Verbos como *need* (precisar), *dare* (ousar), *used to*

(costumava), *would rather* (preferiria), *had better* (seria)
E) You want to ask your friend if he can help you.

melhor) são frequentemente chamados de semimodais, pois, (possibilidade) além de modais, também são usados como verbos principais.

Need (precisar)

02. (UFV-MG-2010) **COMPLETE** the blanks below with one

– *He **needs to work***. of the following modal verb forms. Make sure you do not

– *He **doesn't need to work***. repeat any of the forms.

– *He **needn't work***.

might / must / can / needn't / would / couldn't /
mustn't

Dare (ousar)

A) "Excuse me, Sir. Please, observe the Hospital rules:

– *She **does not dare succeed***.

You _____ smoke here. It is prohibited!"

– ***Dare you tell her the secret?*** B) You are sitting beside a lady at a public park and feel

like smoking. What do you say to her?

– *She **daren't tell them the truth***.

“_____ you mind if I smoked here?”

Used to (costumava) C) You are at a drugstore and want to know if it is possible

– to pay the bill with a credit card. “_____ **He used to smoke.**

I pay it with a credit card?”

– **He didn’t use to smoke.** D) You are at the doctor’s and he considers it

Would rather (preferiria) – expressa preferência e é seguido dangerous for you to go on smoking. He says: “You

_____ stop smoking.”

de infinitivo do verbo principal sem *to*.

– **He would rather (he’d rather) take a plane than a**
LÍNGUA INGLESA

bus to go to the beach. PROPOSED
EXERCISES

– **Would he rather take a plane? 01.** (Milton Campos-MG)
Identify one of the following ideas – **He would rather not take a plane.** in the sentence: *It should be very strict.*

Had better (seria melhor) – expressa recomendação e
A) Capacity D) Permission

conselho e é seguido de infinitivo do verbo sem *to*. B)
Advice E) Conclusion

C) Prohibition

– *He looks sick. He **had better take** a pill for his flu.*

– ***Had you better take this pill?** 02.* (Cesgranrio) In one of the following sentences we cannot

use the verb *can* because of the meaning. Mark it.

– ***You’d better not take this pill.***

A) Those boys _____ swim well.

CONSOLIDATION B) Yes, I _____ see them from here. C) He has just bought a big new car, he _____

01. certainly be earning a lot of money. **WRITE** sentences using the meaning required in brackets.

A) You can take your blouse or not. It’s up to you. D) They say this herb _____ cure

(ausência de necessidade) several diseases.

E) Now, after your clear explanation, I _____

_____ understand your point.

B) Your students are allowed to leave the classroom

early. (dar permissão) **03.** (Cesgranrio) Which is the idea expressed by **may** in

“Caffeine **may** be regarded as a mildly addictive drug”?

_____ A) Ability D) Necessity

C) You can’t start your car. Maybe it is broken. (dedução) B) Advice E) Possibility

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04. (PUC-Campinas-SP) You ought _____ a holiday. **13.** (UEM-PR) That paint is wet. You _____ touch it.

A) take D) to take A) mustn't D) not B) took E) taken B) oughtn't E) doesn't C) taking C) don't

05. (PUC-Campinas-SP) Mother to child: "You _____ tell lies." **14.** (CESCEA-SP) You _____ to know it better.

A) mustn't D) haven't A) could D) may B) may not E) don't need B) should E) must C) had better C) ought

06. (ESPM-SP) Alfredo's score on the test is the highest in **15.** (Milton Campos-MG) You're a physician. Tell your patient the class; he _____. it's absolutely necessary to take all the medicine. A) should study last night. Therefore, he _____ start taking it right B) should have studied last night. away.

C) must have studied last night. A) needn't D) mustn't D) needn't have studied last night. B) might E) can E) used to study at nights. C) must

07. (PUCPR) My vacation is over. I _____ get back to work **16.** (Milton Campos-MG) immediately, otherwise I'll lose my job. – Could you do me a favor, Ted? A) may D) might – When he was five, he could ride a bike. B) should E) must – Larry could be home, but I'm not certain.

C) can't

The sentences above present, respectively, the idea of

08. (Milton Campos-MG) Guerrilla groups in Colombia mustn't A) ability – capacity – possibility

stimulate ecological destruction. In this sentence, B) possibility – ability – capacity the underlined word entails an idea of C) polite request – possibility – capacity A) advice. D) permission. D) polite request – capacity – possibility B) ability. E) absence of necessity. E) capacity – polite request – ability C) prohibition.

17. (UNIFENAS-MG) He **may** bring it back today.

09. (PUC Minas) He ____ speak Italian when he was ten A palavra destacada significa years old. A) possibilidade. D) obrigação. A) may D) could

B) capacidade. E) dedução.

B) might E) should

C)
necessidade.

C) can

10. 18. (UEMA) “You must speak to him.” The modal **must** can (CESCEA-SP) I'd rather stay at home, because it

_____ rain today. be replaced by A) A) may. D) would. needs not D) mustn't

B) have to B) can. E) have to. E) must to

C) may C) will.

11. (FMU-SP) She _____ study hard now, because **19.** (UEMA) He _____ listen carefully. She speaks

she has no chance to pass. very quickly. A) A) must D) needn't mustn't D) needn't

B) can't B) ought E) can E) won't to

C) shouldn't C) has

12. (ITA-SP) You _____ to study harder if you don't want **20.**

(CEUMA-MA) Harold _____ swim well when he

to fail. was young. A) A) could to D) could have to D) may

B) ought E) can B) didn't can E) can to C) must C) can

24 Coleção Estudo

Modal Verbs

21. (UFMA) The modal verb is used **CORRECTLY**. per decade. In fact, we should cut back on unnecessary

A) You must begin again. calories from fat and sugar, while making sure every bite

B) You ought begin again. is chock-full of vitamins and minerals. The sooner you

C) You may to begin again. make these dietary changes, the better. On the other

D) You should to begin again. hand, it's never too late to reap the benefits."

LIVING FIT, Apr. 1997.

22. (UFMA) I _____ to shoot the arrow.

GUESS the meaning of these words according to the

A) can D) should

context.

B) will E) would

C) am going Aging = _____

23. Misstep = _____ (Unip-SP) Tom's car uses less gas.

Ailment = _____

He _____adjusted the carburetor.

Disease = _____

A) ought to C) needed

B) To avoid = _____ must have D) had to

To stretch = _____

TEXT I Span = _____ Requirement = _____

FCMMG To rise = _____

To escalate = _____

Intruccion: Read the text carefully and then choose Such as = _____ the alternative that best completes the questions and

statements. Amount = _____

To delay = _____

Beat the clock

To caution = _____

“Aging is a continuum, not a sudden event”, says Robert Otherwise =

LÍNGUA INGLESA

Russell, M. D., professor of medicine and nutrition at Tufts University in Boston. “You don’t wake up one morning to discover you’re old.” The nutrition missteps that lead to ailments from heart disease to osteoporosis when you’re a senior have their beginnings in the middle years.

In short, it’s not years alone that cause deterioration **01.** What does this statement mean: “Aging is a continuum,

but how we choose to live them. We could avoid most not a sudden event.”

age-related diseases and even stretch our average life A) Aging is a sequence of unexpected events. span to 120 years from the current 76, simply by making

B) Getting old is something that continues in a sudden event.

changes in what we eat in addition to exercising and

reducing stress. C) It’s not a sudden event but aging itself that

goes on unexpectedly.

as calcium, vitamin D and vitamin B D) Getting old is a graded sequence of things not related , rise in part 12 Over time, requirements for some nutrients, such

to an unexpected event.

because our bodies become less efficient at absorbing

or manufacturing them or, as with calcium, because

02. What happens in the middle years? needs escalate. Other nutrients, such as the antioxidants

vitamins C and E and beta-carotene, are needed in A) The nutrition missteps turn into diseases. greater amounts than most women are currently getting B) The arising of heart disease and osteoporosis.

to prevent heart disease, cancer, cataracts and delay C) It's the beginning of the nutrition missteps that

aging itself. "It is hard to separate the issue of aging from lead to ailments when you're a senior. the issues of disease", cautions Jeffrey Blumberg, Ph.D.,

D) The beginning of ailments caused by the nutrition professor of nutrition at the USDA Human Nutrition

missteps when you're a senior.

Research Center at Tufts University in Boston, "but some

aspects of aging and disease prevention are directly

linked **03.** All of the following words are related to disease prevention to nutrition, especially the antioxidants. **BUT** While many nutrient needs are high, calorie needs

A) sickness. C) exercising.

decline somewhat (so exercise must increase) if a woman

wants to avoid gaining the otherwise inevitable 10 pounds B) nutrition. D) reducing stress.

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04. Why is exercising needed? **TEXT II**

A) Because a woman can avoid 10 pounds per decade.

B) Because calory needs decline to some degree. UFLA-MG-2009 C) To reduce fat and sugar.

D) All of them. **Instruction:** Read passage 1 carefully and answer

05. What does the word **delay** mean? **Passage 1**

A) Foresee. In Biology^[1], a species is typically defined as a group B)
Postpone. of animals that breed only with one another^[2]. Thus, C)
Anticipate. any two animals that can breed belong to the same

species, whereas animals that are unable to breed with

D) Look forward to.

one another are of a different species. The two Central

06. Valley^[3] salamanders do not interbreed, which would seem

What does the word **stretch** mean?

to make it pretty clear that these salamanders should be

A) Extend. classified as different species^[4]. B) Develop. But there is
one interesting problem^[5] with these C) Improve. salamanders. A
number of other salamanders inhabit the ring

surrounding Central Valley. Moving north along the eastern

D) Decrease.

side of the valley, the salamanders have fewer and fewer

07. blotches. At the northern end of the valley, the salamanders

Why are some nutrients more required over time?

appear to be a mixture of the two species; these salamanders

A) Because our bodies come to be more limited in are mostly brown,
but they still have visible blotches.

quantity at assimilating or fabricating them.

B) Because some of them can prevent some illnesses **01.** The
following sentence: “*This definition is widely accepted*

besides putting off getting old. *by biologists and zoologists, but its application is not*

always simple” could be added

C) Because the needs of some nutrients become more intense. [2] A) after the word “another” . D) All of them. B) before “The two Central Valley” [3].

08. C) before “In biology” [1]. In the sentence “*It is hard to separate the issue of aging* [4] D) after the word “species” .

from the issues of disease”, the author intended to say that

A) the issues of aging and disease are not linked. 02.

Which of the statements below is supported by

B) despite the hardness of the matter aging and paragraph 1?

disease are separated. A) A member of one species often lives away from a

member of another species.

C) it’s not easy to disconnect the issues of aging from

B) Species classification is based on coloration and

the issues of disease.

marking, such as black and yellow spots.

D) though the issues of aging and disease aren’t linked, C) There is no clear definition of what a species is.

they’re hard to separate.

D) A member of one species is unable to breed with a

09. member of a different species. In the sentence “*It’s never too late to reap the benefits*”,

the boldface word means **03.** In paragraph 2 the author

states that A) avoid. A) the range of salamanders found along the valley

B) receive. presents a difficulty to the concept of species. C) cut off. B) the further they live from each other, the fewer the

spots the salamanders have.

D) give up.

C) many different species of salamanders live along the

10. Central Valley. Which of the following could **BETTER** summarize the main

topic of the text? D) the salamanders found at the southern end of the

A) You'll beat the clock if you avoid nutrients. northern end. valley can not breed with salamanders found at the B) Body deterioration is not related to nutrition.

C) Aging and diseases cannot be avoided at all. **04.** All the following are very close in meaning to the word

“problem”

[5],

EXCEPT

D) Nutrition has an important role in delaying aging A) point. C) reason.

and preventing ailments. B) issue. D) question.

26 Coleção Estudo

Modal Verbs

Instruction: For questions **05** and **06**, choose the one answer **TEXT III** that is closest in meaning to the original

sentence.

05. According to the U.S. Department of Agriculture, it will be

PUC Rio–2010

ten years before the African honey bee will have reached

the borders of the United States. **Texting may be taking a toll**

A) Not until ten years will the U.S. borders have been They do it late at night when their parents are

reached by the African honey bee. asleep. They do it in restaurants and while crossing

B) In ten years the honey bee will have reached the busy streets. They do it in the classroom with their

African borders from the United States. hands behind their back. They do it so much their

05 thumbs hurt. Spurred by the unlimited texting plans

C) The U.S. borders have been reached by the African

offered by different carriers, American teenagers sent honey bees for ten years.

and received an average of 2,272 text messages per

D) The African honey bee reached the U.S. borders ten month in the fourth quarter of 2008, according to the

years ago. Nielsen Company – almost 80 messages a day, more

06. 10 than double the average of a year earlier.

No less an authority than Senator Edward Kennedy spoke The phenomenon is beginning to worry physicians

at the graduation exercises for the law school of the and psychologists, who say it is leading to anxiety,

University of Virginia. distraction in school, falling grades, repetitive

A) Senator Edward Kennedy was well known in the stress injury and sleep deprivation. Dr. Martin Joffe,

University of Virginia. 15 a pediatrician in Greenbrae, Calif., recently surveyed

B) An authority invited Senator Edward Kennedy to speak students at two local high schools and said he found

to the graduation students. that many were routinely sending hundreds of texts

every day. “That’s one every few minutes,” he said.

C) Senator Edward Kennedy, a recognized authority, “Then you hear that these kids are responding to texts

spoke at the graduation exercises. 20 late at night. That’s going to cause sleep issues in

D) One of the authorities who spoke at the University of an age group that’s already plagued with sleep

Virginia was Senator Edward Kennedy. issues.”

The rise in texting is too recent to have produced any **LÍNGUA INGLESA**

Instruction: Read passage 2 carefully and answer questions conclusive data on health effects. But Sherry Turkle,

07 through **08.** 25 a psychologist who [...] has studied texting among

teenagers in the Boston area for three years, said

Passage 2 it might be causing a shift in the way adolescents

For Sale develop. “Among the jobs of adolescence are to

separate from your parents, and to find the peace and

1977 Ford Sedan 30 quiet to become the person you decide you want to be”, she

White w/light gray interior said. “Texting hits directly at both those jobs.” Low mileage. Like new Psychologists expect to see teenagers break free

Air, automatic, power steering, brakes from their parents as they grow into autonomous adults,

Professor Turkle went on, “but if technology makes

AM/FM, cassette stereo

35 something like staying in touch very, very easy, that’s

\$5,000 or best offer harder to do; now you have adolescents who are

By original owner texting their mothers 15 times a day, asking things

241-3281 weekdays. 287-4479 weekends like, ‘Should I get the red shoes or the blue shoes?’”

Ask for Jim Black As for peace and quiet, she said, “if something next

40 to you is vibrating every couple of minutes, it makes

07. Which of the following **BEST** describes the passage? it very difficult to be in that state of mind. If you’re

A) A news item. being deluged by constant communication, the

pressure to answer immediately is quite high,” she

B) An editorial.

added. “So if you’re in the middle of a thought, forget

C) A recipe. 45 it.” [...] D) A classified ad. Texting may also be taking a toll on teenagers’ thumbs.

08. Annie Wagner, 15, a ninth-grade honor student in

It may be concluded that Jim will Bethesda, Md., used to text on her tiny phone as fast as

A) sell his car to a buyer who offers him \$4,800 if no one she typed on a regular keyboard.

else offers him more. 50 A few months ago, she noticed a painful cramping in

B) not sell his car for less than \$5,000. her thumbs.

Peter W. Johnson, an associate professor of

C) sell his car to the original owner.

environmental and occupational health sciences at

D) sell his car for any price. the University of Washington, said it was too early

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55 to tell whether this kind of stress is damaging. 05.

“Might” in “[...] might be causing a shift [...]” (line 27)

But he added, “Based on our experiences with computer and “should” in “ ‘Should I get the red shoes or the blue

users, we know intensive repetitive use of the upper shoes?’ ” (line 38) express the ideas of, respectively:

extremities can lead to musculoskeletal disorders, so

we have some reason to be concerned that too much A) ability – condition.

60 texting could lead to temporary or permanent damage B) probability – duty.

to the thumbs.” C) possibility – advice.

HAFNER, Katie. Texting may be taking a toll.

E) theoretical ability – assumption.

01. The **MAIN** purpose of the text is to

06. In the statement “Texting may also be taking a toll on

A) list all the causes of thumb disorders among America’s

teenagers’ thumbs.” (lines 46-47), “taking a toll on”

youth.

means
that
texting

B) suggest different ways to get away from constant

communication. A) is causing damage to the thumbs.

C) explain in detail how technology prevents teenagers B) is
preventing musculoskeletal disorders.

from finding peace. C) may improve the use of students’ hands.

D) argue that American teens are increasingly dependent D) depends
on the thumbs to be performed.

on their mothers. E) has destroyed the thumbs of Americans.

E) alert for possible adverse effects of constant texting

on youngsters. **07.** Check the **CORRECT** statement
concerning the pronoun

“it” in the
text.

02. According to lines (lines 6-10), American teens

A) In “They do it in restaurants and while crossing busy

A) increased by 50% the number of messages sent in streets.” (line 2),
“it” refers to “crossing busy streets”.

2008 as compared to 2007.

B) In “[...] who say it is leading to anxiety,” (line 12),

B) exchanged an average of 2,272 text messages per

“it” refers to “the phenomenon”.

month during the whole past year.

C) In “[...] said it might be causing a shift in the way

C) wrote more than two thousand text messages per

adolescents develop.” (lines 26-28), “it” refers to “the

month in the last four months of 2008.

Boston
area”.

D) were writing a daily average of slightly less than eighty

messages in the last three months of 2008. D) In “[...] makes it
very difficult to be in that state of

mind.” (lines 40-41), “it” refers to “something next

E) from October to December 2008 sent and received

to
you”.

twice as many messages than in all previous years.

E) In “ ‘So if you’re in the middle of a thought, forget it.’ ”

03. (lines 44-45), “it” refers to “the pressure to answer Mark the
option that completes the following sentence

according to the information found in (lines 11-14): immediately”.
“Physicians and psychologists say that because of

constant texting teenagers may ____.” **08.** In “[...] we
know intensive repetitive use of the upper

A) get sick very easily extremities can lead to musculoskeletal

disorders,” (lines

57-58), “lead” could be replaced by any of the words

B) be able to control anxiety

below,
EXCEPT

C) start falling asleep in school

A) cause.

D) overcome sleeping problems

B)
worsen.

E) stop paying attention to classes

C)
prompt.

04. Mark the sentence in which the word “as” is used in D) result in.

the **SAME** sense as in “Psychologists expect to see E) generate.
teenagers break free from their parents as they grow

into autonomous adults,” (lines 32-33). **09.** Check the
words that have the **SAME** relationship as A) She cried bitterly as she
told her story. “temporary” and “permanent” (line 60).

B) Some flowers, as the rose, require special care. A) to purchase – to
lend.

C) As you are leaving last, please turn out the lights. B) to survey – to
oversee. D) I don’t think it’s as hot and humid today as it was

C) understanding – displeasure.

yesterday.

D) serenity – excitement.

E) It is fairly certain that you will be able to find a job

as a teacher. E) soon – early.

28 Coleção Estudo

Modal Verbs

10. Peter W. Johnson's comments on the intensive use

HAVING FUN

of thumbs for constant texting (lines 56-61) can be

understood as

Easter Holidays in the English-speaking world

A) subtle irony. D) a formal complaint. B) undue alarm. E) an important warning.

C) heavy criticism.

ENEM EXERCISES



SXC



Colored Easter eggs in the United States

Throughout the English-speaking world, many Easter traditions are similar with only minor differences. For example, Saturday is traditionally spent decorating *Easter*

eggs and hunting for them with children on Sunday morning, by which time they have been mysteriously hidden all over the house and garden.

Other traditions involve parents telling their children

Vincent Van that eggs and other treats such as chocolate eggs or

Self-portrait without beard - *Vincent Van Gogh, 1889. Private rabbits and marshmallow chicks (Peeps) have been*

Collection. delivered by the Easter Bunny in an Easter basket which

“[...] I have often neglected my appearance. I admit it, children find waiting for them when they wake up.

LÍNGUA INGLESA

and I also admit that it is “shocking.” But look here, lack Many families observe the religious aspects of Easter by

of money and poverty have something to do with it too, attending Sunday Mass or services in the morning and

as well as a profound disillusionment, and besides, it is then participating in a feast or party in the afternoon.

sometimes a good way of ensuring the solitude you need, Some families have a traditional Sunday roast, often of

of concentrating more or less on whatever study you are either roast lamb or ham. Easter breads such as Simnel

immersed in.” cake, a fruit cake with eleven marzipan balls representing

the eleven faithful apostles, or nut breads such as potica

Letter from Vincent Van Gogh to Theo Van Gogh. are traditionally served. Hot cross buns, spiced buns with

Written in July 1880 in Cuesmes. Translated by a cross on top, are traditionally associated with Good

Mrs. Johanna Van Gogh-Bonger, edited by Robert Harrison, Friday,
but today are often eaten well before and after.

number 133. Available at:

vangogh/letter/8/133.htm > . Accessed: Aug. 23rd In Scotland, the
north of England, and Northern , 2010.

Ireland, the traditions of rolling decorated eggs down

01. steep hills and pace egging are still adhered to.

Considerando o quadro e a carta, podemos concluir que

In Louisiana, USA, egg tapping is known as egg knocking.

Van Gogh pintou seu autorretrato baseando-se

Marksville, Louisiana claims to host the oldest egg

A) no olhar do outro sobre si. knocking competition in the US, dating
back to the 1950s.

B) na análise sobre a sua sexualidade. Competitors pair up on the
steps of the courthouse on

C) nas observações feitas por Theo. Easter Sunday and knock the tips
of two eggs together.

If the shell of your egg cracks you have to forfeit it,

D) na felicidade de viver um grande amor.

a process that continues until just one egg remains.

E) em sua autocrítica sobre a própria beleza.

In the British Overseas Territory of Bermuda, the most

02. notable feature of the Easter celebration is the flying of

Van Gogh considered himself

kites to symbolize Christ's ascent. Traditional Bermuda

A) a winner who fought for his life. kites are constructed by
Bermudians of all ages as Easter

B) a loser who denies his appearance. approaches, and are normally only flown at Easter.

C) a painter who acknowledges his appearance. In addition to hot cross buns and Easter eggs, fish cakes

are traditionally eaten in Bermuda at this time.

D) a liar who can't express his image.

Available at: .

E) a painter who overstates his heterosexuality. Accessed: Mar. 21st, 2010.

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GLOSSARY

Text I

● Obey (verb) = obedecer (obey – obeyed – obeyed)

aging = envelhecer, envelhecimento

● Pale = pálido(a) misstep = erro

ailment
=
doença



disease
=
doença

to
avoid
=
evitar

to stretch = aumentar, esticar

span = período, duração, expectativa

requirement = necessidade

to rise
=
aumentar

to escalate = intensificar

such as
=

como

amount = quantidade

to
delay
=
atrasar

to
caution
=
advertir

otherwise
=
senão

XC

S

to cut
back =
reduzir

● Sick = doente on the other hand = por outro lado

to reap
=
colher

ANSWER KEY 01. D 06. A 02. C 07. D 03. A 08. C

Consolidation 04. D 09. B

05. B
10. D

01. A) You don't have to take your blouse.

You needn't take your blouse. **Text II**

B) Your students may leave the classroom.

C) Your car must be broken. 01. B 05. A

D) You mustn't talk in the classroom. 02. D 06. C

E) Can you help me? 03. A 07. D

02. A) mustn't 04. C 08. A

B) Would Text III C) Can

D) must 01. E 06. A

Proposed Exercises 02. D 07. B

03. E

08. B

01. B 06. C 11. D 16. D 21. A 04. A 09. D

02. C 07. E 12. B 17. A 22. C 05. C 10. E 03. E 08. C 13. A 18. E 23.
B

**04. D 09. D 14. C 19. A Enem
Exercises** 05. A 10. C 15. C 20. D

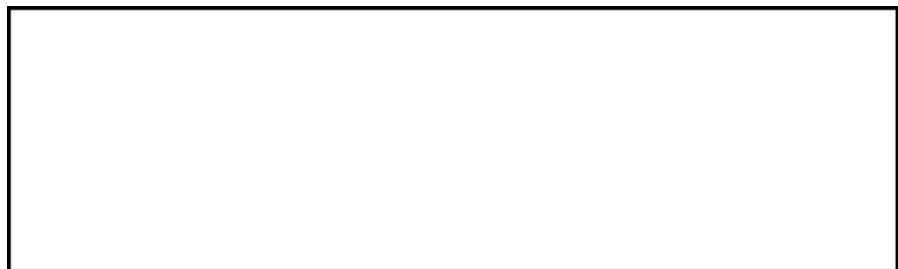
01. E

02. C

LÍNGUA INGLESA MÓDULO FRENTE

12 A Relative Pronouns

RELATIVE PRONOUNS B) *Who, whom, that* podem ser usados ou omitidos ($\emptyset$) se a função for de objeto (não seguido do verbo).



Who – quem, que – *Those are the people **who** / **whom** / **that** / $\emptyset$ Alice*

Which – que, qual, quais, o qual, os quais, a qual, as quais *invited to her show*. **Whom** – do qual, dos quais, da qual, das quais

C) Usa-se **whom** se houver preposição antes do

Whose – cujo(s), cuja(s)

pronome.

That – substitui **who**, **whom** e **which**.

• – *John was the guy with **whom** she went out for lunch.*

Who se refere a uma pessoa; **which** se refere a uma coisa ou animal. D) **Whose** é usado para indicar posse e é seguido de

substantivo.

Exemplos:

– – *The girl **whose** mother is here works for me. The girl **who** remained there was sick.*

• – *That's the minister **who** resigned his post.* Quando o antecedente for coisa ou

Which pode ser usado, sem mudança de forma, como animal sujeito ou objeto de um verbo. Refere-se a coisas.

– *The book **which** is on the table is old.* A) Usam-se **which** ou **that** se a função do pronome for

– de sujeito. *The book **which** you ordered has just arrived.*

– *She had a surprise **which** was very good for her. – The car **which** / **that** belongs to Lucy is comfortable.*

• A forma do objeto de **who** é **whom**. **Whom** é usado B) **Which** e **that** podem ser usados ou omitidos (Ø) se a

como objeto direto ou indireto do verbo. função for de

objeto.

Exemplos:

– Everything **which** / **that** / **Ø** I had to study was ok.

– The girl **whom** you saw is my sister.

– The man **to whom** you spoke is here now. C) Usa-se **which** se houver preposição antes do

• pronome. **Whose** é usado para indicar posse, tanto para

pessoas como para coisas. – The town in **which** he lives is very far from here.

Exemplos: D) Usa-se **whose** se este for seguido de substantivo, – The dog **whose** owner is here died. para indicar posse. – The student **whose** advisor is sick is doing his work

alone. **Exemplo:**

USOS – That is the book **whose** subject is interesting.

Quando o antecedente for pessoa

OBSERVAÇÃO

A) Não se pode usar **that** nem se omite o pronome quando **Who** ou **that** podem ser aplicados quando o antecedente for pessoa e a função do pronome for a frase estiver entre vírgulas (oração explicativa). de sujeito (seguido de verbo).

Exemplos:

- *This is the student **who** / **that** studies at Bernoulli.*
- *The book, **which** I bought yesterday, is really good.*
- *The scientists **who** / **that** discovered the vaccine are here.*
- *Mr. Roney, **who** is a teacher, works at Bernoulli.*

Editora Bernoulli 31 Frente A Módulo 12

Developing by the Universidade Federal de Minas Gerais

CHECK IT OUT C

- UFMG, the Manuelzão Project is intended to restore the Rio das Velhas basin. Activities begun in 1997 at the



UFMG Medical Sciences School in an initiative took by

20 a group of professors who realized that health are not

simply a medical issue: it is directly related to the social conditions and to the environment people live in.



Throughout its existence, the Project has witnessed a



30 considerable growth in civil society participation, most



CONSOLIDATION I notably in the activities
conducted by the Manuelzão Centers scattered along the basin. There
is today nearly



50 Local Centers whose work focuses on local issues



01. and who are supported and advised by the Manuelzão **SUPPLY**
all possible relative pronouns.



A) John met the scientist ____ formulated the book. 35 Project.



This historical path has led the Manuelzão Project to



B) Technology, ____ brings us help, is a scientific study.

expand its activities beyond the academic boundaries of

C) Dr. Julie, _____ I saw in the lab, received a prize.

_____ that group of UFMG scholars.

D) Dr. Lovis, _____ is 70 years old, is studying the atoms.

Available at: <http://www.manuelzao.ufmg.br/english>.

E) Einstein, _____ theory is famous, was not Brazilian.

Accessed: Aug. 2008. (Adapted).

CONSOLIDATION II

Wrong form Correct form

Line on the text

UFMG–2009 _____ make made 5

01. 7 A reporter wrote a text about the Manuelzão Project to be

published in a newspaper, **but there are 11 grammar**

mistakes. Read his text and help him **CORRECT** them 11 by
completing the chart that follows it. The first one is

done for you as an example. 12

Manuelzão Project

This old man from the *sertão* (Brazilian semi-arid 16 inlands) was
always willing to welcome visitors with his

sense of humor and the most peculiar and interesting 18 tales... These
are some of the character traits that

05 make Manuel Nardi a remarkable figure and inspired the 19

Brazilian writer João Guimarães Rosa to give life to one of

its most famous characters: Manuelzão. His countryside

wisdom and his concern for the environment were
translated into the cause championed by the project

10 named after this unique old man.

Manuel Nardi died in 1998, a year after the Manuelzão

Project was created. It was the cowboy himself who, 32 in 1997,
introduced the Project at the presentation meeting

held with the Minas Gerais Water Management Institute 34

15 and the State of Minas Gerais Sanitation Program.

32 Coleção Estudo

Relative Pronouns

PROPOSED EXERCISES 07. (UFV-MG) The
student _____ lost his book is waiting in the office.

A) which D) whose

01. (Unificado-RJ) In the sentence “[...] it's time to meet B) what E)
whom

people who work from their homes”, the pronoun *who* can C) who be
replaced by *that*. Mark the option that can **ONLY** be

completed with the relative pronoun *who*. **08.** (UFLA-
MG) That is the writer _____ book we bought A) That is the
consultant _____ I met in São yesterday.

Paulo last week. A) whom D) which

B) My brother, _____ works as a consultant, B) who E) that makes much money.

C) whose

C) Would you like to work with bosses _____

are understanding? **09.** (PUC-Campinas-SP) I can't find the student _____.

D) Employees _____ work from home part A) what books were lost.

of the time are happier. B) which lost his book.

E) The telecommuter to _____ I was C) lost his books.

introduced yesterday is Asian.

D) whose books it was lost.

02. E) who lost his books. (Milton Campos-MG) There **ISN'T** a relative pronoun in:

A) One of the survivors is the captain of the ship that sank. **10.** (FCMSC-SP) Milton Nascimento's latest record _____ B) Nine people are in a lifeboat that was built to hold five. I bought yesterday is extraordinary. C) Parents say that public schools make their children A) who D) which

criminals. B) whom E) whose

D) People in every part of the world complain about the C) what problem of education which they receive.

E) The only people who seem satisfied are the ones who **11.** (ITA-SP) The man _____ came here, and _____

LÍNGUA INGLESA don't go to school. you talked with is my relative.

A) whom, who

03. (PUCPR) Fill in the blanks with a relative pronoun. B) which, whom

The flower exhibit _____ was held in the Botanical C) that, which Garden in Curitiba last September showed beautiful D) who, whom orchids from all over the world.

E) None of these.

A) whose D) where

B) whom E) who **12.** (PUCPR) Insert the **APPROPRIATE** relative pronoun. C) that Gossip, to _____ you should pay no attention, is a

bad
thing.

04. (Mackenzie-SP) The writer, _____ writes are about Dr. Smith, _____ car is outside, has come to see

scientific fiction, deserves his popularity. Choose the **BEST** a patient. alternative for the blank space above. My friend Jack, _____ is in hospital, is very ill. A) who D) whose This is my uncle John, _____ you have heard so B) which E) whom much about.

C) that A) which, whose, who, whom

B) that, whose, whom, which

05. (ITA-SP) Assinale a opção **CORRETA**. C) which, whom, that, who

A) Some of the boys whom I invited in them didn't come. D) whom, whose, that, whom

B) Some of the boys whose I invited them didn't come. E) that, whom, who, which C) Some of the boys I invited them didn't come.

D) Some of the boys I invited didn't come. **13.** (UFRRJ) Em "*Manufacturers have created a whole new* E) None of these. *generation of home computers that have greater power*

and lower prices.”, a palavra *that* pode ser substituída por

06. (UFSCar-SP) Tell me _____ you that. A) *what*. D) *who*.

A) whom told C) who E) whom B) *which*. E) *whichever*.

B) who told D) whose C) *whose*.

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14. (Milton Campos-MG) There's a lady over there ____ TEXT

I

age you can never guess.

Both Martin and Grace earn a small salary, _____

makes them feel miserable.

Mackenzie-SP-2009 The worst _____ can
happen has already passed.

The car, for _____ I paid a lot, is out of date now.

Weathering the storm A) whose, which, that, which The
specter of rising food and fuel prices now threatens

B) what, that, that, what to destroy an era of unprecedented global
prosperity,

C) who, that, that, what with two notable exceptions: Brazil and
Canada. Both

D) whose, what, who, which countries produce and export enough
food and fuel not

E) which, which, where, what just to offset the worst of global
inflationary pressures

but even to turn the price spike from a menace to a

15. (OSEC-SP) My uncle, _____ I'm sure you've boon. They are the only two major economies __ (I) __

met, is now in Australia. prices have not burst the upper limit of the central bank's

A) whose C) whom E) what inflation target. And of the two, Brazil is by far the more B) that D) which surprising success story. The country __ (II) __ suffered

16. the longest and perhaps the most debilitating bout of (FAAP-SP) Que alternativa completa **MELHOR** a sentença

a seguir, sendo o X a omissão do pronome relativo? hyperinflation in recent history is now a rare island

There are two basic groups of people – the wishful of relative stability and prosperity. Brazil's inflation is

thinkers _____ throw coins in fountains and running at 6.5 percent, a rate __ (III) __ worries the the realists _____ fish them out. country's money minders but thanks to their zeal is still A) whose – X D) who – which the lowest level in all the major emerging markets. B) who – who E) whom – X

C) whom – whom MARGOLIS, Mac. Available at: www.newsweek.com.

17. 01. The relative pronouns that **PROPERLY** fill in blanks I, II (PUC Rio) Check the only pair of relative pronouns that

can **CORRECTLY** complete the following sentences. and III, in the text, are The boys, _____ had been so cute before, A) whose, that and which. had their skins cut up and ripped off. B) when, whose and that.

The atomic bombings, _____ were one of the C) what, which and which. greatest crimes against humanity in the 20th century, D)

which, which and that. caused a lot of suffering.

A) whom – that D) that – who E) where, that and that. B) who – whose E) who – which

C) whose – which

TEXT II

18. (Cesgranrio) Mark the item in which the relative pronoun

could be omitted. PUC Minas A) The book which he bought last week was a dictionary.

B) The water that falls from the sky is always clean.

C) The boy who brought the parcel asked for a glass of water. While global warming is being ignored by the political

D) The man who came to dinner lives on a farm. arm of the Bush administration, the citizens of Europe and

E) The water which disappeared back into the air was the Pentagon are taking a new look at the greatest danger

necessary. such climate change could produce for the Northern

19. (Cesgranrio) The relative pronoun can be omitted in **ONLY** What they're finding is not at all comforting: if enough Hemisphere – a sudden change into a new ice age.

ONE of the following sentences. Which one?

cold, fresh water coming from the melting polar ice caps

A) The plate which the air hostess put in front of the

businessman was full of vegetables. and glaciers of Greenland and flowing into the northern

B) The police car, which had been following the truck, Atlantic will

shut down the Gulf Stream, **which**^[1] keeps

stopped at the red light. Europe and northeastern North America warm. The worst

C) Mr. Jones was the owner of a small circus which used case scenario would be a return of the last ice age in

to go from one town to another. 2 to 3 years and the mid case scenario would be a period

D) It was a very difficult examination paper, which like the “little ice age” of a few centuries ago that disrupted followed the teacher’s lessons very closely. worldwide weather patterns, leading to extremely
E) The green house which was built across the street cold winters, desertification, crop failures and wars. is now a museum.

34 Coleção Estudo

Relative Pronouns

The warmth is the result of ocean currents that bring

06. The **WORST** risk we are running is of having warm surface water up from the equator into northern A) an eternal winter in the Northern Hemisphere. regions that would otherwise be so cold that even B) the North Atlantic Ocean becoming colder than the

in summer they’d be covered with ice. The current Pacific. of greatest concern is called “The Great Conveyor C) a shortage of drinking water in the whole world. Belt,” which includes the Gulf Stream. **It**^[2] is driven D) a dramatic change in the salinity of the water. by the greater force created by differences in water

temperatures and salinity, **as**^[3] the North Atlantic

Ocean **07.** Scientists predict the change will happen is saltier and colder than the Pacific. If it stopped flowing A) only within centuries.

today, the result would be sudden and dramatic. Winter B) at any time now. would start in the eastern half of North America and C) sooner than next year. all of Europe and Siberia, and never go away. Within D) later than computers have announced. three years, those regions would become uninhabitable

and nearly two billion humans would starve, freeze to

08. The word **will** [4] conveys the idea of death, or have to relocate. A) possibility. C) certainty. And when might that happen? Nobody knows – the B) obligation. D) condition. action of the Great Conveyor Belt in defining ice ages was

discovered only in the last decade. Preliminary

computer **09.** The words **rather than** [5] mean models and scientists suggest the change could happen A) instead of. C) because of. as early as next year, or it may be generations from now. B) in spite of. D) out of. It may be starting right now, producing the extremes of

weather we've seen in the past few years. What's

almost **10.** The cause of a new ice age is

certain is that if nothing is done about global warming, A) ice caps. C) water salinity. it **will**[4] happen sooner **rather than**[5] later. B) weather patterns. D) global warming.

SPEAK UP – Edição 206 – Jul. 2004. (Adapted). **LÍNGUA
INGLESA**

01. TEXT III The political arm of the Bush administration has been

A) studying climate changes. UFU-

MG-2008 B) neglecting global warming.

C) fighting a new ice age. **Do you suffer from “ringxiety”?** D) ignoring Europe and the Pentagon.



02. The world is in danger of facing

- A) the worst economic crisis.
- B) a new world war in Europe.
- C) the return of an ice age.
- D) a change of salinity in the water.

03. The word **which** ^[1] refers to

- A) the Gulf Stream. C) fresh water. B) Greenland. D) the North Atlantic.

04. The word **as** ^[3] *Our increasing reliance on personal technology has led to* means *techno-neuroses like ringxiety and “crackberry” addiction.*

A) while. C) though.

Your cell phone rings. You go to answer it, but

B) like. D) because.

there's no one there. Curiously, there's no missed call,

05. The word *it* [2] either. You realize after a moment that you mistook refers to the

A) North Atlantic Ocean. a bird chirping for your cell phone's ring. What's

B) Pacific Ocean. 05 weird is that this isn't the first time this has happened

C) deeper warm water. to you. You're probably not insane – instead, you are

D) Great Conveyor Belt. suffering from what's come to be called ringxiety.

Editora Bernoulli 35 Frente A Módulo 12

It's not surprising that in the increasingly wireless

02. Segundo o texto, há indícios de que uma pessoa esteja and connected world, humanity would begin sofrendo de *ringxiety* quando

10 to suffer techno-neuroses. Electronic gadgets have A) ela deseja ter um celular mais moderno e não tem

recursos para adquiri-lo.

become a part of the everyday lives of people

B) ela costuma confundir o som de um pássaro com o

worldwide. Ringxiety is among the first of these new toque de seu celular. neuroses to emerge, along with Internet addiction C) ela

demonstra ansiedade sempre que tem de atender

and the “crackberry” phenomenon – a person’s ao telefone celular.

15 compulsive urge to use and check his BlackBerry wireless D) o telefone celular toca e não é possível identificar a

origem da chamada.

device. While crackberry addiction is a compulsive behavior,

ringxiety may be a result of that and similar

compulsions. **03.** De acordo com o texto, indique a alternativa que completa

Some researchers think that ringxiety stems from a **CORRETAMENTE** o enunciado.

Crackberry phenomenon can best be defined as

20 constant state of readiness that could develop in cell

A) *a compulsive behavior some people feel to use and*

phone users. Before the advent of wireless phones,

check their BlackBerry.

no one expected a call while driving in the car, B) *the ability some people have to invade computers,*

shopping at the grocery store or dancing at a nightclub. *such as crackers and hackers.*

With cell phones, though, there’s a potential for a call to C) *a symptom of a techno-neurosis that indicates a*

25 come through at any moment. Because of this, it’s *person suffers from ringxiety.*

D) *a positive and desirable behavior in the increasingly*

possible that our brains are conditioned to expect

wireless and connected world.

a call constantly, and when a person hears a tone

that reminds him of his cell phone ringing, he will

04. Marque a alternativa que contém **SOMENTE** substantivo(s)

believe that's the case. Others believe that ringxiety – e verbo(s) utilizados no texto em contextos que expressam as noções de “origem, fonte, ou surgimento”.

30 or in this case, phantom ringing – simply stems from

A) *Stem – origins – emerge*

confusion due to the frequency of most stock cell phone

B) *Origins – gadgets – advent*

ringtones and the location of our ears. C) *Emerge – origins – weird*
Those who opt to set the phone to “vibrate” rather D) *Chirping – stem – origins* than “ring” aren’t off the hook either. Even stranger

05. No último parágrafo do texto, o autor apresenta uma

35 than phantom ringing is the phantom vibration

analogia entre *phantom vibration* e *phantom limb*

phenomenon. This is also a part of the ringxiety *syndrome* para insinuar que that David Laramie studied, although fewer ideas A) são fenômenos médicos relacionados a alucinações

about its origins have been suggested. It’s similar to muito distintas entre si.

phantom ringing, but phantom vibration is a physical B) ambos os fenômenos comparados são condições médicas recentes.

40 rather than an auditory hallucination. It’s also similar

C) esses dois fenômenos são síndromes que somente

to another, well-documented phenomenon called ocorrem em pessoas

amputadas. phantom limb syndrome. In this medically recognized D) o celular parece ter se tornado uma extensão virtual

condition, amputees – people who've had limbs do nosso próprio corpo.

removed – report feeling pain in limbs that are no

06. De acordo com o texto, quais das alternativas abaixo

45 longer attached to their bodies. Is it possible that people completam corretamente o enunciado a seguir?

have become as attached to their cell phones as they *According to the text, it is appropriate to say that techno-*

are to their own arms and legs? *neuroses are most probably identified in people*

CLARK, Josh. Do you suffer from “ringxiety”? .Mar. 2008. I - *who show ringxiety behavior.*

Available at: <http://communication.howstuffworks.com/> II - *who are addicted to the Internet.*

ringxiety.htm. (Adapted). III - *while they are driving, shopping or dancing.*

IV - *only when they are using their cell phones.*

01. Com base no texto, pode-se concluir que a palavra Marque a alternativa que contém somente afirmativas

ringxiety é um neologismo resultante da combinação de **CORRETAS**.

A) *ringer* e *antianxiety*. C) *ring* e *contrariety*. A) I e IV C) II, III e IV

B) *ringing tone* e *society*. D) *anxiety* e *ring*. B) II e III D) I e II

07. Segundo o texto, quais das alternativas a seguir **ENEM** **EXERCISES**

completam **CORRETAMENTE** o enunciado abaixo?

Some researchers, concerning the possible origins of

ringxiety, believe that Texto para a questão **01** *I. it is
caused by insane behavior or some kind*

of mental disorder common in people with **The death of
the PC** *techno-neuroses.*

The days of paying for costly software upgrades

II. *it may result from confusion in the sound frequency*

of ringtones and the location of our ears. are numbered. The PC will
soon be obsolete. And

III. *it is an anxiety syndrome which reflects the high level BusinessWeek*
reports 70% of Americans are already

of competition existing in our capitalist society. using the technology that
will replace it. Merrill Lynch

IV. *our brains have become conditioned to expect* calls it “a \$160 billion
tsunami”. Computing giants

cell phone calls constantly in this wireless society. including IBM, Yahoo!,
and Amazon are racing to be

Marque a alternativa que contém somente afirmativas the first to cash
in on this PC-killing revolution. Yet, two

CORRETAS.

little-known companies have a huge head start. Get their

A) II e IV C) III e IV

names in a free report from The Motley Fool called, “The

Two Words Bill Gates Doesn't Want You to Hear..."

Click here for instant access to this FREE report!

TEXT IV BROUGHT TO YOU BY THE MOTLEY FOOL

Available at: <http://www.fool.com>.

FUVEST-SP-2010 Accessed: July 21st, 2010.

As everybody knows, if you do not work out, your

01. (Enem-2010) Ao optar por ler a reportagem completa muscles get flaccid. What most people don't realize, sobre o assunto anunciado, tem-se acesso a duas palavras

however, is that your brain also stays in better shape que Bill Gates não quer que o leitor conheça e que se

when you exercise. referem

machinery by performing mentally demanding activities – A) aos responsáveis pela divulgação desta informação Surprised? Although the idea of exercising cognitive **LÍNGUA INGLESA**

popularly termed the “use it or lose it” hypothesis – na Internet. is better known, a review of dozens of studies shows B) às marcas mais importantes de microcomputadores

that maintaining a mental edge requires more than that. do mercado. Other things you do – including participating in activities

C) aos nomes dos americanos que inventaram a suposta

that make you think, getting regular exercise, staying

socially engaged and even having a positive attitude tecnologia. –

have a meaningful influence on how effective your D) aos sites da Internet pelos quais o produto já pode

cognitive functioning will be in old age. ser conhecido.

Available at: www.scientificamerican.com/article. E) às empresas que levam vantagem para serem suas

Accessed: July 06th, 2009. (Adapted). concorrentes.

01. O texto informa que

A) exercícios físicos são benéficos para o corpo e para a Texto para a questão **02**

saúde mental.

B) as pessoas não se dão conta da importância de **Viva la Vida**

músculos fortes. I used to rule the world

C) o cérebro é muito pouco exercitado por pessoas que Seas would rise when I gave the word

não trabalham. Now in the morning and I sleep alone

D) todo mundo deveria exercitar-se diariamente. Sweep the streets I used to own E) grande parte das pessoas preocupa-se apenas com I used to roll the dice

a aparência física.

Feel the fear in my enemy's eyes

02. Segundo o texto, o bom funcionamento de nosso cérebro Listen as the crowd would sing

na velhice depende, entre outros fatores, “Now the old king is dead! Long live the king!”

A) das perdas e ganhos que vivenciamos ao longo da One minute I held the key vida. Next the walls were closed on me B) da herança genética que trazemos conosco. And I discovered that my castles stand C) das modalidades de exercícios físicos que realizamos. Upon pillars

of salt and pillars of sand D) da complexidade de exercícios intelectuais a que

somos expostos. [...]

E) de nosso engajamento em atividades intelectuais e MARTIN, C. Viva la vida, Coldplay. In: *Viva la vida or Death and*

sociais. *all his friends*. Parlophone, 2008.

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02. (Enem–2010) Letras de músicas abordam temas que,

de certa forma, podem ser reforçados pela repetição de

Consolidation II trechos ou palavras. O fragmento da canção “Viva la vida”,

por exemplo, permite conhecer o relato de alguém que 01. **Wrong Correct Line on A)** costumava ter o mundo aos seus pés e, de repente, **form form the text**

se viu sem nada.

make made 5

B) almeja o título de rei e, por ele, tem enfrentado

inúmeros inimigos. its his 7

C) causa pouco temor a seus inimigos, embora tenha dead died 11

muito poder. itself himself 12

D) limpava as ruas e, com seu esforço, tornou-se rei de Developing Developed 16

seu povo. begun began 18

E) tinha a chave para todos os castelos nos quais took taken 19
desejava morar.

are is 20

leave live 22

GLOSSARY

There is There are 32

who which 34

● Advisor = orientador(a)

● Belong (verb) = pertencer (belong – belonged – **Proposed**
Exercises

belonged)

● Owner = dono(a) 01. B 11. D

02. C 12. A



03. C 13. B

04. D 14. A

05. D 15. C

06. B 16. B

07. C 17. E

08. C 18. A

09. E 19. A

10. D

Text I

XC

S

01. E

● Remain (verb) = permanecer (remain – remained –

remained) **Text II**

- Resign (verb) = renunciar, aposentar (resign – resigned

01. B 03. A 05. D 07. B 09. A

– resigned)

02. C 04. D 06. A 08. C 10. D

ANSWER KEY Text III

01. D 03. A 05. D 07. A

Consolidation I 02. B 04. A 06. D

01. A) who / that **Text IV**

B) which 01. A 02. E

C) whom Enem Exercises D) who

E) whose 01. E 02. A

LIST OF REGULAR VERBS

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION
INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

A P to accuse accused accused acusar to permit permitted permitted
permitir to allow allowed allowed permitir to persuade persuaded
persuaded persuadir to annoy annoyed annoyed incomodar to place
placed placed colocar to appear appeared appeared aparecer to prefer
preferred preferred preferir to arrange arranged arranged arranjar to
prevent prevented prevented evitar, impedir to avoid avoided avoided
evitar to pronounce pronounced pronounced pronunciar **B Q** to beg
begged begged suplicar to quarrel quarreled quarreled discutir, brigar
to behave behaved behaved comportar-se **R** to believe believed
believed acreditar to raise raised raised levantar to belong belonged
belonged pertencer to refuse refused refused recusar to betray
betrayed betrayed trair to reply replied replied responder to borrow
borrowed borrowed pedir emprestado **S** to breathe breathed breathed
respirar to seem seemed seemed parecer to bury buried buried
enterrar to shout shouted shouted gritar **C** to struggle struggled
struggled esforçar-se to care cared cared importar-se to succeed
succeeded succeeded ter sucesso to claim claimed claimed reivindicar
T to complain complained complained reclamar to taste tasted tasted
provar (alimentos, bebidas) **D W** to defeat defeated defeated derrotar
to warn warned warned advertir to delay delayed delayed atrasar to
waste wasted wasted desperdiçar to deny denied denied negar to
wonder wondered wondered querer saber, imaginar to deserve
deserved deserved merecer to wreck wrecked wrecked colidir, chocar

to desire desired desired desejar

LIST OF IRREGULAR VERBS to

distinguish distinguished distinguished distinguir

to drop dropped dropped derrubar

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

E

A

to encourage encouraged encouraged encorajar

to arise arose arisen surgir, erguer-se

to envy envied envied invejar

to awake awoke awoken despertar, acordar

to excuse excused excused desculpar

B

F

to be was, were been ser, estar

to fear feared feared temer

to bear bore born, borne suportar, dar à luz

to fetch fetched fetched ir buscar

to beat beat beaten bater, espancar

to fill filled filled encher

to become became become tornar-se

to fire fired fired despedir, disparar

to befall befell befallen acontecer

to frighten frightened frightened assustar

H to beget begot begotten, begot procriar, gerar to happen to begin began begun começar, iniciar happened happened acontecer

to hate to behold beheld beheld contemplar hated hated odiar

to help to bend bent bent curvar, dobrar helped helped ajudar

to hurry to bet bet bet apostar hurried hurried apressar-se **I** to bid bid bid oferecer, concorrer

to inhabit to bind bound bound unir, encadernar inhabited inhabited habitar

to insult to bite bit bitten morder, engolir a isca insulted insulted
insultar

J to bleed bled bled sangrar, ter hemorragia

to joke to blow blew blown (as)soprar, estourar joked joked brincar

to jugde to break broke broken quebrar, romper jugded jugded julgar

to jump to breed bred bred procriar, reproduzir jumped jumped pular

K to bring brought brought trazer to knock knocked knocked bater to
broadcast broadcast broadcast irradiar, transmitir **L** to build built built
construir, edificar to land landed landed aterrisar to burst burst burst
arrebentar, estourar to laugh laughed laughed rir to buy bought
bought comprar **M C** to marry married married casar-se to cast cast
cast arremessar, lançar to murder murdered murdered matar to catch
caught caught pegar, capturar **O** to choose chose chosen escolher to
obey obeyed obeyed obedecer to cling clung clung aderir, segurar-se
to omit omitted omitted omitir to come came come vir to order
ordered ordered ordenar, pedir to cost cost cost custar to owe owed
owed dever to creep crept crept rastejar, engatinhar to own owned
owned ter, possuir to cut cut cut cortar, reduzir

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

D to ring rang rung tocar (campainha) to deal dealt dealt negociar, tratar to rise rose risen subir, erguer-se to dig dug dug cavar, cavoucar to run ran run correr, concorrer to do did done fazer S to draw drew drawn sacar, desenhá-lo to saw sawed sawn serrar to drink drank drunk beber to say said said dizer to drive drove driven dirigir, ir de carro to see saw seen ver, entender to dwell dwelt dwelt morar to seek sought sought procurar E to sell sold sold vender to eat ate eaten comer to send sent sent mandar, enviar F to set set set pôr, colocar, ajustar to fall fell fallen cair to shake shook shaken sacudir, tremar to feed fed fed alimentar, nutrir to shed shed shed derramar, deixar cair to feel felt felt sentir, sentir-se to shine shone shone brilhar, reluzir to fight fought fought lutar, batalhar to shoot shot shot atirar, alvejar to find found found achar, encontrar to show showed shown mostrar, exhibir to flee fled fled fugir, escapar to shrink shrank shrunk encolher, contrair to fling flung flung arremessar to shut shut shut fechar, cerrar to fly flew flown voar, pilotar to sing sang sung cantar to forbid forbade forbidden proibir to sink sank sunk afundar, submergir to forget forgot forgotten esquecer to sit sat sat sentar to forgive forgave forgiven perdoar to slay slew slain matar, assassinar to freeze froze frozen congelar, paralisar to sleep slept slept dormir G to slide slid slid deslizar, escorregar to get got gotten, got obter, conseguir to sling slung slung atirar, arremessar to give gave given dar, conceder to speak spoke spoken falar to go went gone ir to spend spent spent gastar, passar (tempo) to grind ground ground moer to spin spun spun girar, rodopiar to grow grew grown crescer, cultivar to spit spit, spat spit, spat cuspir H to spread spread spread espalhar, difundir to have had had ter, beber, comer to spring sprang sprung saltar, pular to hear heard heard ouvir, escutar to stand stood stood ficar de pé, aguentar to hide hid hidden, hid esconder to steal stole stolen roubar, furtar to hit hit hit bater, ferir to stick stuck stuck cravar, fincar, enfiar to hold held held segurar to sting stung stung picar c/ ferrão (inseto) to hurt hurt hurt machucar, ferir to stink stank stunk cheirar mal, feder K to strike struck struck golpear, bater to keep kept kept guardar, manter to string strung strung encordoar, amarrar to know knew known saber, conhecer to strive strove striven esforçar-se, lutar to knell knelt

knelt ajoelhar-se to swear swore sworn jurar, prometer **L** to sweep swept swept varrer to lay laid laid pôr (ovos) to swim swam swum nadar to lead led led liderar, guiar to swing swang, swung swung balançar, alternar to leave left left deixar, partir **T** to lend lent lent dar emprestado to take took taken tomar, pegar, aceitar to let let let deixar, alugar to teach taught taught ensinar, dar aula to lie lay lain deitar(-se) to tear tore torn rasgar, despedaçar to lose lost lost perder, extraviar to tell told told contar (uma história) **M** to think thought thought pensar to make made made fazer, fabricar to throw threw thrown atirar, arremessar to mean meant meant significar to tread trod trodden pisar, trilhar, seguir to meet met met encontrar, conhecer **U O** to undergo underwent undergone submeter-se a, suportar to overcome overcame overcome superar to understand understood understood entender, compreender to overtake overtook overtaken alcançar, surpreender to uphold upheld upheld sustentar, apoiar **P** to upset upset upset perturbar, preocupar to pay paid paid pagar **W** to put put put colocar, pôr to wear wore worn vestir, usar, desgastar **Q** to win won won vencer, ganhar to quit quit quit abandonar, largar de to wind wound wound enrolar, dar corda **R** to write wrote written escrever, redigir to read read read ler to weep wept wept chorar to ride rode ridden andar, cavalgar